



LEARNING *Café*

reaching for
results 

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The Cafeteria: Part of the Total Education Program

OVERVIEW

The school cafeteria is a “learning laboratory.” Students become familiar with a variety of foods and see good examples of menus served daily. The cafeteria offers many real-life situations in mathematics, science, English/language arts, and social studies to reinforce concepts that are taught in the classroom. Activities planned to link with the classroom can make learning exciting and effective.

The cafeteria-related activities and ideas in this book were developed for the cafeteria manager to conduct alone or to team with a teacher to enhance concepts taught in class. The activities and ideas have been compiled to act as a springboard for the manager’s own creativity and to encourage active involvement in effective cafeteria learning experiences.

Many managers may feel that teaching students is either not their job or not a priority. They feel that their duties are to provide meals for the students and to run the cafeteria smoothly. It may come as a surprise to many managers that they are teaching by example. In addition, the cafeteria can serve as a setting for many educational opportunities.

The manager and the food service staff have considerable impact on the food choices of the students and faculty at school. The simple fact is that students can choose only what the staff has prepared for them. By preparing nutritious, tasty, and attractive food, the staff is teaching that healthful food choices can be pleasurable to eat. The school lunch and breakfast programs use the Food Guide Pyramid and the Dietary Guidelines as guides for menu planning. Therefore, the menus offered are examples of good nutrition. The school lunch program can introduce students to a variety of new foods.

The manager’s expertise can provide cafeteria experiences that can motivate students in the development of sound eating behaviors by

- increasing student awareness of nutrition,
- improving or maintaining a positive cafeteria atmosphere,
- improving or maintaining communication between school faculty and staff, and
- marketing the school food service program.

Each of these factors will be discussed separately; however, the factors are interactive. For example, changing the cafeteria atmosphere occasionally may improve the attitude or increase the interest of the school faculty.

The Knowledge of the Student

The major objective of making the cafeteria-to-classroom link is to increase the students’ nutrition knowledge and improve their eating habits. There are many approaches that can take the manager in this direction. The manager can offer kitchen tours, have tasting parties, display bulletin boards, and offer menu planning sessions. She can organize a Nutrition Advisory Council (NAC) with older students. Examples of these activities are included in this booklet.

Older students may view the cafeteria as a real-life example for careers, economics, or business. For example, students can see a real inventory being conducted. The



school food service program offers real-life examples of marketing principles, such as increasing participation and competing with fast food restaurants.

An effective way to increase student knowledge is for the manager to work with a teacher to coordinate classroom and cafeteria activities. Information gained in the cafeteria setting can reinforce concepts taught in the classroom. If possible, the manager should allow the students to conduct activities in the cafeteria, such as pinching off a roll. Such “hands-on” experience probably will produce a greater interest in the food service program.

The Cafeteria Atmosphere

The manager should try to imagine how a student feels in the cafeteria. The students should feel liked, secure, welcomed, relaxed, comfortable, important, and happy. Therefore, the goal of school food service is to provide nutritious, delicious food in a pleasant atmosphere to encourage students to develop good food habits.

Some of the factors that contribute to the atmosphere are the **eating environment**, the **attitudes of the food service staff**, the **quality of service**, and the **behavior of the students**. In some cases, the staff alone can make improvements. Often, the help of the principal and teachers will be needed, but the manager is the person to begin the improvement plan.

POSITIVE EATING ENVIRONMENTS

Several factors affect a student’s decision to participate in school meal programs. Time, location, accessibility, and image all play a part. Here are some tips for creating a positive eating environment wherein:

- food is available at convenient and attractive locations.
- students feel safe and comfortable.
- the cafeteria atmosphere is appealing.
- students have enough time to eat.



The manager should look around the cafeteria to see how to make the surroundings more attractive to the students. Young children tend to enjoy bright colors, whimsical characters, and cartoon heroes. Older students may appreciate a more sophisticated approach to color with seasonal or sports-oriented displays or bulletin boards, posters, banners, food courts and accents on popular interests.

Major items—such as tables, chairs, and floor coverings—probably cannot be changed; but wall imperfections might be hidden by decorations, attractive arrangements used on the tables, and interest gained by attractive bulletin boards. Festive moods can be created with appropriate displays.

The manager should visit and compare some of the nearby family restaurants or high school hang-outs to the school’s cafeteria.

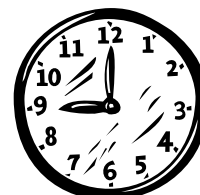
- Is the cafeteria appealing to students?
 - Is it safe?
 - Are serving lines, salad bars and eating areas scrubbed clean and bright?
 - Is food attractively presented?
 - Is the staff upbeat and sharply dressed?
-

- Are the surrounding walls freshly painted, colorful, and decorated with appealing graphics?
- Is comfortable seating provided?
- Are comfortable seating groups arranged?
- Do tables look pleasant and inviting? What about trays, plates, and utensils?

As the cafeteria atmosphere improves, the results will become visible to the principal and teachers. Such attention may stimulate an awareness of cafeteria needs and lead to the implementation of major changes that could include painting and securing new items such as tables, chairs, bulletin boards, neon message boards, etc.

Another factor to consider is how much time is scheduled for lunch. The manager has control over certain aspects of meal service that can minimize the time students spend in the serving line. Examine the answers to the following questions:

- Is the food ready at the designated meal service time?
- Is the serving line set up with food, serving utensils, and serviceware?
- Are the napkin holders full and straws available?
- Are the cafeteria employees at their serving stations ready to serve the students upon arrival?
- Are there gaps of time when students must wait in order for the serving line to be replenished?
- Are there gaps of time when the food and employees are ready, but there are no students?
- Can more serving lines be set up to speed the movement of students in and out of the cafeteria?
- Are the cashiers at the end of the line slow because students hold up the line with large bills, no ID cards, or the inability to remember their point of service numbers?

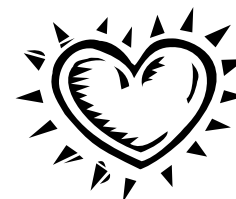


Students feel rushed when they don't have enough time to select and eat their food. Although scheduling decisions are often out of the food service manager's control, there are some possibilities for increasing the time allotted for the lunch period. If the lunch period appears to be rushed, even after meal service techniques have been adjusted to improve the service, students in the fourth grade and above could take a survey to determine satisfaction. If indeed the lunch period is too short, then advocacy or citizenship activities are in order. The staff can prepare tasty and nutritious meals; however, if students must rush to eat, the effort is largely wasted.

ATTITUDES OF FOOD SERVICE STAFF

The staff should be customer oriented. Employees should smile when greeting customers; they should learn the students' names. The staff should wear name tags so that students can greet staff by name. Staff members who wear buttons, aprons, hats, T-shirts, or costumes related to a promotion make eating school lunch upbeat and fun! The staff members should look their best every day. Simple but colorful uniforms, with a range of accessories from sporty visors to chef's garb, should be provided for the staff.

Students and adults tend to respond more positively to people whom they know and, who are friendly and cheerful. They are more likely to show appreciation for food prepared by someone they know than by a stranger.



Is the staff involved in creating a friendly and happy atmosphere? Do they seem concerned about the students as they come through the line? Do they know the students' names. Do they smile to greet them?

Do students and faculty know the names of the school food service personnel? Ideas for introducing the food service personnel are given in this book. After the initial efforts to be friendly have been made, the response of the students will probably promote continued staff involvement.

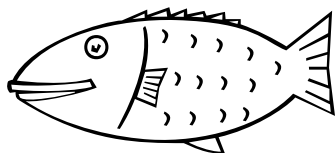
QUALITY OF SERVICE

The manager should encourage employees to consider how food looks as well as how it tastes. Customers eat with their eyes also. Fresh, colorful, well-prepared food looks appealing. The staff can grab customers' attention by placing healthier choices in a prominent place on the serving line.

One important basic in food preparation is garnishing. Garnishes improve the appearance of the food. An attractive and appealing appearance stimulates the desire to taste new food. Garnishing also helps to draw attention to foods that might not be chosen. Some rules of garnishing that the food service staff should consider include the following:

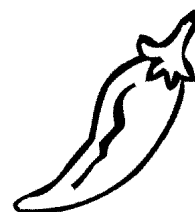
- Make sure the garnishes chosen are within the food service budget, not too time consuming, and easily prepared.
- Consider the flavor of both the garnish and the food. Bland foods require more highly flavored garnishes such as lemon slices that are sprinkled with paprika. Avoid extreme contrasts since flavors should complement each other.
- Choose garnishes that are edible.
- Garnish each pan of food, the salad bars, and the serving line, instead of each plate.
- Don't overgarnish.

A well-planned meal having a good mix of colors needs little garnishing. For example, a brightly colored fruit or vegetable can jazz up the line and plate. Listed below are some suggestions for garnishing.



- Sliced orange, lemon, and lime wedges, circles or even twists make beautiful garnishes. Lemon with fish, lime with gelatin, and orange with a fruit salad are likewise appealing.
 - Cucumbers add interest and crunch to salads. Running the tines of a fork down the sides of an unpeeled cucumber creates an interesting affect.
 - Raw carrots can be used many ways as garnishes. Grated, chopped or cut into strips and circles, they add color. Carrot curls are created by making long strips of carrots with a vegetable peeler and placing them in ice water for one to two hours.
 - Small amounts of fresh spinach add life to regular lettuce salads while increasing the nutritional value!
 - Broccoli or parsley added to food items is eye-catching.
 - Red, yellow, and green pepper can be sliced or diced into small pieces and sprinkled into the soups or salads.
 - Red apples should not be peeled: the peeling adds color to salads and fruit.
-

- Gelatin cubes make colorful interesting garnishes. One complementary color of gelatin cubes as a garnish for another color gelatin dessert can create excitement.
- Green, white or red onions add flavor, color, and crispness when chopped or cut into rings and strips.
- Cabbage also adds color. Red, green and white varieties contribute crunchiness, too.
- Serving the bright, colorful menu items in clear dishes gets the most benefit from the colors.
- Whole fruits and vegetables make colorful centerpieces on the serving line.
- Sliced tomatoes or peppers can be placed on food items.



Tasty food that is attractively served in appropriate portions for the students will be more readily accepted and eaten. In addition, manager-instigated nutrition education efforts will be taken more seriously if cafeteria personnel produce high quality food and service. The manager must establish credibility. If improvement in service is needed, the manager should enlist the assistance of the staff to carry out changes.

BEHAVIOR OF STUDENTS

The atmosphere created in the cafeteria can be strongly affected by the noise level, display of courtesy, and the support of the faculty. Effective ways to improve behavior and create an awareness of the need to practice good manners in the cafeteria are described in this booklet.

Communicating between School Faculty and Food Service Staff

The support of the principal can be invaluable in opening doors for creating a positive atmosphere for nutrition education. The principal can encourage teachers and the manager to coordinate classroom and cafeteria activities to increase student nutrition knowledge. Most principals will welcome the opportunity to support a positive force such as a visible and effective food service. A principal may be more willing to work with a manager when an organized plan to improve the cafeteria atmosphere has been developed.

Teachers are important customers. The manager should ask them to help get across the message that healthy school meals promote health and educational success. She should give teachers information and activities they can use with students. She should be alert for opportunities to foster a classroom to cafeteria link, especially with health educators.

If the manager already has a good working relationship with a teacher, she may wish to start developing coordinated nutrition education activities with the teacher. Teachers usually are interested in ideas to enhance classroom learning, and the school food service manager has much to offer. However, the principal should be kept informed.

Changing attitudes is a challenging task. Most people are very slow to change attitudes, so the manager should not be discouraged if the first attempt is not

completely successful. A few activities should be selected and done well. As the successes become known, the appreciation of the school food service will increase.

Before beginning any projects in this booklet, there must be good coordination and communication between the cafeteria manager, teacher, and principal. Each person must understand his or her role and responsibility. For example, in one school, a tasting party may be conducted by the teacher, and the manager may simply provide the food and supplies. In another school, a school food service manager may want to conduct the tasting party and the teacher and principal may feel comfortable with that arrangement.

Marketing the Program

(Excerpts from the *USDA Menu Planning Guide*.)

Managers work hard to plan quality meals that are the best in town. That message should be stated often through the **marketing** of the products and services. Marketing should be conducted through promotions and merchandising to get students' attention. It is also important to look at ways to reach out to teachers, parents, school administrators, the community, and even to the food service staff.

A marketing plan is an investment in the future success of the food service operation. More importantly, it's an investment in children's health. By increasing customer participation, the manager increases the number of times a student eats a nourishing meal. School food service often faces stiff competition from fast-food restaurants, competitive foods, and bag lunches; however, the manager can influence whether a student eats in the cafeteria or somewhere else. Starting with quality meals and quality service, combined with good marketing and effective promotions, the manager has a recipe for success.

GETTING STARTED

To pay more attention to marketing, the manager should look around and ask questions like these:

Can we brighten up the cafeteria and make it more fun?

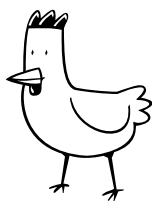
- How can we decorate? Will students, teachers, or parents be willing to help?
- What are the school colors? Can they be used in the cafeteria?
- What is the school mascot? Can the mascot's name be part of the cafeteria's name?

Are we doing a good job displaying food?

- What is the first thing a student sees in the serving area?
- How does the food look from the customer's point of view?
- How about garnishes? Do they complement the flavor, color, and texture of the foods?

Are we doing a good job serving food?

- Does the staff serving the food know how to place it on the plate or tray so that it looks attractive?
- Are employees using the correct serving size and proper serving utensil for each food item?
- Are pre-portioned food items being served in appropriate quantities for the grade group being served?



USING MERCHANDIZING TOOLS

There are lots of merchandizing tools the manager might use to get students' attention. A combination of tools achieves the best results!

Displays

A variety of display equipment can work well in a school setting. Kiosks, photo boxes, and free-standing posterboards or easels are just a few. They can be used to promote new menu items, advertise theme days, and spread the word that it's fun to eat at school.

Bulletin boards

Do the students have time to read when they are waiting in the serving line? Bulletin boards can spark students' interest and extend an exciting invitation to learn. One bulletin board should be designated for monthly promotions and one for general nutrition.

Costumes or special accessories

During a promotion, the staff can dress for success! An event can be fashionable and fun with employees wearing buttons, aprons, hats, T-shirts, or costumes.

Posters and banners

Perfect for a wall or even the wide side of a salad bar, banners add color and excitement to the cafeteria setting. Plus, they are inexpensive.

Signs

Signs placed outside the cafeteria and in other areas around the school campus can be motivational.

Static-cling decorations

Decorations in the cafeteria add color or create a mood for a special theme day. Static-cling decorations can be used on any glass surface, such as on the outside glass serving line or glass partitions or windows near the entrance to the cafeteria. They are easy to use and can be saved for reuse.

Music and props

Music can help set the stage for theme days, but it's great for regular days, too.



PROVIDING PRIZES AND SURPRISES

Students love prizes and surprises. Such incentives increase participation, reward young children for selecting new food items, and make eating at school fun. Here are some ideas:

“Reach into the Surprise Can”

School lunch can become a special occasion with a “Surprise Can.” Each student who buys a complete school lunch gets to reach in and take a card. The lucky winner's card is redeemable for a small non-food prize.

Water Bottles, Fanny Packs, Frisbees, T-shirts

Healthy exercise and eating habits can be promoted by giving larger prizes. Local sports stores and athletic associations are sources of promotional material.

Frequent Customer Card

The manager can plan a frequent customer card program. When a student's card is stamped completely, he or she receives a prize.

Lucky Sticker Day

Young children love stickers. When they try new foods, the manager can reward them with stickers. The stickers add excitement to the lunchline. Stickers can be placed on some of the trays and small prizes can then be given to the lucky students with tray stickers.

Pencils for Learning

A word game that features foods for a healthy diet can be fun for students, especially when those who play receive pencils.

Poster Contest

The staff can challenge elementary classes to participate in a poster contest. The winning class gets a private party in the cafeteria with tablecloths and decorations.

Wake Up to Nutrition

Excitement can be created by telling students that an alarm clock or timer will go off sometime during the meal service. Whoever is at the cash register when the buzzer sounds will get a prize or free food item.

Magnets to Take Home

At the beginning of the school year, the staff can give refrigerator magnets to students who post school menus at home. Magnets featuring the lunch program or the Food Guide Pyramid help students and parents remember the program throughout the school year.

Special Visitor

The manager can invite a celebrity, such as a professional athlete, to dine with the students or can have a costumed mascot visit the cafeteria. A staff member or parent volunteer can wear the costume and give a pep talk to get students involved and excited about what's happening in their meal programs.

Take a Taste

Students can be invited to take a taste. For example, food samples can be offered at the entrance to the cafeteria or at the beginning of the serving line. For added fun, a costumed mascot can offer samples to students waiting in line. Classroom or lunchroom tasting parties can let the students sample new items in advance. The manager should seek and use feedback. These tasting activities are great ways for a manager to test the market for the inclusion of new menu items.

MAKING THE MOST OF THE MENUS

Menus are a direct line of communication with parents as well as students. The natural link between the classroom and lunchroom should be cultivated through activities such as nutrition quizzes and games on the backs of menus.

Menus are important. Customers read them every day. In fact, students often decide to purchase lunch based solely on the day's menu or the promotions announced with it.

Menus also communicate information about the program to parents, teachers, and school administrators. Because menus list the selling prices of lunches, they provide the best opportunity to show that the complete lunch is the best buy. Below are some tips that managers can follow to make the most of menus:

- Have a different nutrition theme every month. For example, October: HeartFest and National School Lunch Week and December: Sweets: A Little Goes A Long Way



- Jazz up the menu writing. For example, lively language can describe menu items: “Build Your Own Superburger,” “Chicken Chow Mein,” “Beef Stir-Fry,” or “Far East Feast.” Also, graphics and colored paper increase eye appeal.
- Send menus home with students. The cafeteria manager’s telephone number should be included to let parents know they can approach the manager or staff.
- Place activities on the backs of menus. Teachers and students can be rewarded for completing the activities.
- Tell why a school meal is a healthy choice. The menus can inform students and parents about the nutritional value of the meals offered.
- Brag! Including nutrition facts on menus is a good way to let parents and students know about the nutrition goals the food service staff is working to meet. For example, the narrative can explain that the menus were planned following the advice outlined in the Dietary Guidelines for Americans. Many parents already are familiar with and interested in these Guidelines. Older students and adults will welcome a partial nutrient analysis of menus—calories, fat, fiber, and sodium levels, for example. Highlight healthy menu items with a logo, star, or bright colors.



GENERATING INTEREST

School meals are the best choice for taste and good health. That’s the message to get out. Here are some tips for generating interest in the food service program and for reaching students, parents, teachers, and the community. These tips may also provide ideas for publicizing a particular promotion or enticing students to learn more about eating for good health.

The manager can generate interest by

- placing information in mailings or handouts to parents,
- reaching out to student and local newspapers,
- taking advantage of word-of-mouth publicity,
- using flyers, invitations, and brochures,
- publicizing activities with signs and the school’s intercom system,
- forming a student Nutrition Advisory Council (NAC),
- sponsoring school-wide nutrition games, and
- fostering classroom to cafeteria links.
- including school food service information (menus, prices of meals, etc.) on the school’s web site.



Friends and parents greatly influence students’ eating behavior. Activities that involve the students will have more impact. Activities that are shared with the parents by the students, through parent-teacher organizations, in school newsletters or other forms of publicity, tend to create parental interest. Since parental influence can have great impact on young children’s eating behavior, efforts that increase parental interest in nutrition are worth the effort.

MAKING IT HAPPEN

The food service manager knows the importance of both short-term and long-term planning. Effective use of the school cafeteria as a learning laboratory requires planning and organization. The following lists show how some managers have increased

their effectiveness. Managers may want to use these ideas or develop plans of their own. Some of these ideas are discussed in detail in this booklet.

Nutrition Education

The manager can promote the program by

- offering the cafeteria as a learning laboratory by inviting classes for kitchen tours, sanitation demonstrations, tasting parties, etc;
- providing opportunities for children to make rolls and other food items from foods supplied by the cafeteria;
- asking a group of older students to write a menu using the school menu planning option;
- requesting older students to make colorful graphs depicting the school menus using nutrient analyses provided by the school food service supervisor;
- conducting an art contest related to a nutrition concept with entries displayed in the cafeteria and judged by the cafeteria manager and other school staff;
- asking students to identify the food groups for the menu items served whenever the Food Guide Pyramid is discussed;
- comparing the price and nutrient content of school lunch and breakfast menus with fast food restaurant menus;
- preparing and serving vegetables grown in the school's garden.



Communication

To improve avenues of communication, the manager can

- invite the principal to the cafeteria to discuss goals of the school food service program;
- gain the support of the staff through worker-related activities.

Atmosphere

To improve the atmosphere of the cafeteria, the manager can

- make a visible change in the atmosphere of the cafeteria with such things as bulletin boards or decorations;
- provide opportunities for students to learn that food service personnel are their friends;
- allow students to make table decorations that coordinate with bulletin board ideas or a school event.

Marketing

Interest in the food service program can be generated by

- making improvements in the food service such as the use of special garnishing;
- planning and coordinating nutrition education experiences or Team Nutrition activities that can be publicized to the parents and the community through the newspaper or school bulletin;
- posting breakfast and lunch menus with nutrient analyses;
- working with the food service supervisor, teacher, or technical support person to develop/submit information to a local web site, and publicizing the site;
- marketing the breakfast and lunch programs as do fast food establishments with promotions such as free giveaways, food courts, etc;
- hosting a parent and grandparent day when parents, grandparents, etc., are invited for lunch or breakfast;
- inviting a celebrity, such as the mayor, to eat school lunch with the students;
- connecting nutrition education events with the promotions of other agencies,

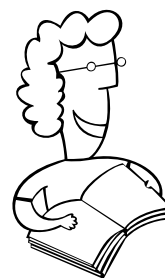
events, and organizations such as the American Heart Association, the American Cancer Society, 5-A-Day, Louisiana School Lunch Week, National School Lunch Week, and National Nutrition Month, etc.

PAYING FOR NUTRITION EDUCATION

Nutrition education should be adequately reflected in the budget. The materials needed for nutrition education activities should be a part of the program's budget (cost per child per year). Foods should be ordered by the food service manager and costed out on the SFS-6 form. Commodity food items can be used for tasting parties. If questions come up regarding purchasing foods used in tasting parties, the manager should consult the Food Service Supervisor.

LEARNING EXPERIENCES

The remainder of the book consists primarily of descriptions of cafeteria learning experiences. Managers who are apprehensive about helping with nutrition education should realize that these experiences can be exciting, fun, and rewarding. Principals, teachers and students will learn more about nutrition and gain an appreciation of the food service. With an increased interest generated by nutrition education activities, managing food service may seem easier with the work better understood and appreciated.



NOTES

Cafeteria Learning Experiences

CHARACTER COUNTS!

STAFF DEVELOPMENT

afeteria Character Counts!



TARGET AUDIENCE/SUBJECT

Staff Development; *Character Counts!* Activity

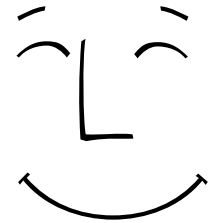


OBJECTIVE

The school food service staff will become familiar with the *Character Counts!* Program to help support the school's efforts to implement the program.

OVERVIEW

Character Counts! is a program implemented throughout Louisiana schools to strengthen the character of America's young people with a consistent set of ethical values. The six pillars of character include trustworthiness, respect, responsibility, fairness, caring, and citizenship. School food service staff can help support the *Character Counts!* project by serving as role models and using these guides in the workplace and by encouraging the school and district to work with the Louisiana Cooperative Extension Service to carry out the program. Most school districts have a supervisor who coordinates the *Character Counts!* program. The *Character Counts!* national web site address is www.charactercounts.org/



PROCEDURE

1. Invite a *Character Counts!* Representative to train staff on the *Character Counts!*

Program

a. The staff should become familiar with the six pillars of character.

- **Trustworthiness.** Be honest; don't deceive, cheat or steal; be reliable; and do what you say you'll do. Have the courage to do the right thing. Build a good reputation. Be loyal, stand by your family, friends and country.
- **Respect.** Treat others with respect; follow the Golden Rule. Be tolerant of differences. Use good manners, not bad language. Be considerate of the feelings of others. Don't threaten, hit or hurt anyone. Deal peacefully with anger, insults and disagreements.
- **Responsibility.** Do what you are supposed to do. Persevere: keep on trying! Always do your best. Use self-control. Be self-disciplined. Think before you act—consider the consequences. Be accountable for your choices.
- **Fairness.** Play by the rules. Take turns and share. Be open-minded; listen to others. Don't take advantage of others. Don't blame others.
- **Caring.** Be kind. Be compassionate and show you care. Express gratitude. Forgive others. Help people in need.
- **Citizenship.** Do your share to make your school and community better. Cooperate. Stay informed; vote. Be a good neighbor. Obey laws and rules. Respect authority. Protect the environment.

b. Workers should discuss how these six pillars of character could be used in their everyday lives, especially work.

- Are they treating their co-workers with respect?

- Are they greeting the students and teachers with a smile?
- Are they treating all of their co-workers, students, and teachers the same, not showing favoritism?
- c. The manager should ask the principal to include the cafeteria staff in any training on *Character Counts!* activities so workers can be knowledgeable of the terms taught to the students.
- d. The staff should note that a person of character
 - knows the difference between right and wrong and always tries to do what is right;
 - sets a good example for everyone;
 - lives according to the six pillars of character: trustworthiness, respect, responsibility, fairness, caring and citizenship;
 - is a person to look up to and admire.
- 2. The food service staff can create a family-friendly environment that praises positive role-modeling at work, in the home and in the community. They can allow students to use the cafeteria to promote *Character Counts!* events; or they can use newsletters, bulletin boards, and cafeteria table tents to help reinforce the message of character.
- 3. The manager can feature a cafeteria worker as the *Character Counts!* School Food Service Employee of the year. Use the points under the pillars of character to select the employee.
- 4. To support the vocabulary words taught in *Character Counts!*, school food service personnel can place the words featured for the month on
 - menus to be sent home,
 - stickers on plates,
 - buttons worn by food service staff,
 - cafeteria bulletin boards,
 - table tents.

NOTES

Walk for Wellness

The manager or the teacher can conduct this activity individually or collaboratively. For this learning experience to be a success, the cafeteria manager and teacher must understand his or her role and responsibility. The support and approval of the principal are essential.



TARGET AUDIENCE/SUBJECT

Staff Development/ Character Counts!



OBJECTIVE

School food service staff will begin and maintain a wellness program to serve as good role models for students. The focus will be on exercise either to maintain a healthy lifestyle, take steps toward achieving a healthy lifestyle, or lower blood pressure. The results can be publicized to introduce the food service staff to the school and to show a true commitment to health.

OVERVIEW

Wellness places an emphasis on what can be done to make people feel better or prevent disease. While school food service staff use the school lunch menus to illustrate good nutrition, staff should take a few minutes to note how well they look and feel. They should begin an exercise program that everyone on the staff can perform. Walking is ideal. An added benefit is that staff members will feel better and be more productive.

BEFORE THE STAFF STARTS ANY EXERCISE PROGRAM, THEY SHOULD ALL GET MEDICAL EXAMINATIONS. THESE CHECK-UPS ESPECIALLY ARE IMPORTANT FOR PERSONS OVER 40 OR FOR PERSONS WHO HAVE A HEART CONDITION, HIGH BLOOD PRESSURE, OR BONE OR JOINT PROBLEMS.

The staff should start slowly and progress slowly. Foot and joint injuries are the main reasons people drop out of an exercise program. The cause is doing too much too soon. Adults who have not exercised on a regular basis for the last six months should start at a slow pace and walk short distances, slowly increasing the distance and speed. They should not over-do-it. Aches and pains may show up in a few days or the next week. The Physical Education teachers can provide some suggestions for stretching exercises to perform before walking. The staff should walk the first lap slowly to warm up and the last lap slowly to cool down.

The following symptoms indicate that persons are doing too much and should reduce the amount of exercise:

- extreme breathlessness 5 - 10 minutes after finishing exercise,
- prolonged fatigue or loss of energy,
- insomnia,
- nausea immediately after exercise,
- prolonged rapid heart rate, and
- persistent muscle or joint pain.

Persons experiencing abnormal heart action, chest pains or dizziness should stop exercising immediately and consult a physician.





PROCEDURE

1. Gain approval from the principal, school food service supervisor, and superintendent if necessary. Obtain permission from the principal to use the school grounds if the staff would like to walk together as a group. Let him/ her know what time the staff would like to walk. Make adjustments as needed. If a staff person does not want to walk, other options related to wellness are available.
2. Complete the *Walk for Wellness Plan*. (**See the Appendix.**) Keep a diary for six-week intervals. The goal can be increased after four to six weeks. Begin walking for a total of ten minutes three to five times a week, gradually increasing briskness without overexerting.
3. Share the results with the school to introduce food service workers and to gain support from the school. At the beginning of the program, prepare a bulletin board with a picture of each worker. Post his or her name and goal by the picture. Every six weeks, give a progress report such as “lost five pounds,” “walked ten minutes three times a week,” or “increased walking time from ten to fifteen minutes.” Sharing setbacks can be learning experiences also. Some workers may report, “have to find a new routine” or “the holidays were too tempting.” Some workers may want to express their successes in percentages of reaching their goals, which may be too personal or private to share with the entire school.

Tips for success from St. Martin Parish School Food Service

1. Employees can be motivated by using a variety of strategies.
 - If lack of time is a factor, then break up your walking to ten minute intervals, either before and after work, during breaks, during lunch breaks.
 - Incorporate the “Buddy System.” Pair up people to serve as a support network. Have a contest to see which pair loses the largest percentage. Competition has a way of motivating.
 - Remember mental health is just as important as physical health. Have fun! Enjoy the scenery and relax when walking. Walking is a great stress reliever, whether briskly or leisurely.
 - Listen to music while walking. When people hear music, they tend to move.
 - Money is also a motivator! Have a “Weight Off.” Everyone contributes a few dollars to the pool; whoever loses the most gains the most! Have all rules outlined ahead of time with a designed timeframe. One individual keeps the beginning and ending numbers.
2. Employees should remember the following points.
 - Do not place any weights on ankles or arms.
 - Drink plenty of water.
 - Wear adequate and comfortable footwear.
 - Wear clothing appropriate for the weather conditions but still within work dress codes.
 - Do not skip meals.
 - Remember to have FUN!

STUDENT ACTIVITIES

Staff Recognition Wall

The manager or the teacher can conduct this activity individually or collaboratively. For this learning experience to be a success, the cafeteria manager and teacher must understand his or her role and responsibility. The support and approval of the principal are essential.



GRADE LEVEL/SUBJECT

PreK-8/ *Character Counts!*, Social Studies, Civics



OBJECTIVE

The students will learn the names of cafeteria employees and will recognize the food items that each employee prepares for them. The students should feel more relaxed in the cafeteria environment after being introduced to the workers.



PROCEDURE

Bulletin boards, posters and name tags created by a class or the food service staff can be used to introduce the cafeteria employees to the students. To be most effective, the cafeteria manager or the teacher/students can

1. Prepare a bulletin board or poster for the cafeteria that features the photograph of one worker each week;
2. Include on the bulletin board food models, snapshots or magazine pictures that represent the food items that the worker prepares;
3. Spotlight the menu items that the workers prepare each day of the week with a special menu card; for example, the card might read "Jane Smith, our vegetable cook, prepared this broccoli casserole for you";
4. Spotlight the worker of the week with a special name tag to be worn during serving time;
5. Publicize in advance the cafeteria's worker of the week activities in the school paper or in a special leaflet by mentioning each worker by name each week in the article.

EXPLORATION AND EXTENSION

1. The cafeteria manager or the teacher/students can prepare a poster with photographs of each worker and the menu items she prepares and place the poster near the beginning of the serving line. As a fun game, the children can identify the menu item that each employee cooked as they go through the line.
2. With the cooperation of the classroom teacher, individual classes receive each "worker of the week" as a guest during her week. The cafeteria worker will explain her duties to the children and tell them about the food she prepares. The students might like to go to the cafeteria for this presentation to see the worker in action. As the children go through the serving line, they should identify the food that the worker of the week prepared on that day.
3. All workers wear name tags that also identify the food items they prepare or their job duties. (One manager used large yellow "happy faces" for nametags.) The tags could have a seasonal theme: for example, heart-shaped name tags in February or green shamrocks in March.
4. Each week a student will write an article for the school newspaper about an employee, listing the employee's hobbies, personal interests, or a *Character Counts!* trait.



Manners Count

The manager or the teacher can conduct this activity individually or collaboratively. For this learning experience to be a success, the cafeteria manager and teacher must understand his or her role and responsibility. The support and approval of the principal are essential.



GRADE LEVEL/SUBJECT

Grades PreK-8/*Character Counts!*



OBJECTIVE

The students will learn and exhibit good manners in the cafeteria.



PROCEDURE

The cafeteria manager or the teacher will

1. Discuss with the students their responsibilities in learning and practicing good manners as a part of growing up.
2. Discuss what are considered “good manners” in the cafeteria. Have students make a list of what they consider to be good manners. Examples may include:
 - Wash hands before eating.
 - Walk to the cafeteria and table without pushing or shoving.
 - Stand quietly in line.
 - Place hands in lap when not eating.
 - Place a napkin and the hand not being used for eating in lap.
 - Keep elbows off the table.
 - Use a napkin to wipe your mouth and hands.
 - Sit up.
 - Take small bites.
 - Chew food with your mouth closed.
 - Talk quietly at the table.
 - Say “please” and “thank you.”
 - Take a bite of every food selected or placed on the tray (Say “no thank you” instead of “yuck”).
 - Leave the table clean.
 - Show courtesy to others.
 - Wait to be excused by the teacher and leave the dining room quietly.
3. Ask the students to narrow down the rules to five or six basic rules. It is easier to follow basic rules.
4. After adequate discussion, ask the students to prepare posters or role play to show examples of students using good manners. Display the posters throughout the school to provide motivation and an atmosphere of cooperation.



EXPLORATION AND EXTENSION

1. The teachers can encourage students to read or search the Internet for additional information on manners.
2. Teachers and managers can use “Welcome to the Cafeteria” and “Time for Washing Hands” from ***Jazzy Bulletin Board Ideas*** for bulletin boards to enhance this activity.

Wishing Others Well (Food Drive)

The manager or the teacher can conduct this activity individually or collaboratively. For this learning experience to be a success, the cafeteria manager and teacher must understand his or her role and responsibility. The support and approval of the principal are essential.



GRADE LEVEL/SUBJECT

All grades/ *Character Counts!*, Mathematics, Social Studies, Civics, Health, English/Language Arts



OBJECTIVE

This food drive for a food bank creates awareness among students of the problem of hunger in America.

OVERVIEW

This project not only increases the supply of food at a food bank, but also creates an awareness that school food service is interested in the community. A mathematics class could help weigh the food brought in by the classes and could keep totals for competition. A social studies class could study hunger in America. A health class could sort the foods according to the food groups in the Food Guide Pyramid.

This project can be conducted district wide; however, this activity is described for an individual school. The keys to a successful food drive are to keep it simple and to create competition among classes or grade level.

MATERIALS

1. Food drive barrel decorated as a wishing well
2. Kitchen scales
3. Tally sheet



PROCEDURE

The manager or the teacher/class will

1. Obtain permission from the local food bank. Determine how the food will be delivered from the school to the food bank. Some food banks will pick up food on a periodic basis. If possible, try to participate in a Community Food Drive.
2. Obtain permission from the principal. Send out a memo to the teachers stating the dates of the food drive. Note to the teachers that the food drive can be incorporated into class activities using these suggestions:
 - a. As a mathematics activity, a class can help the manager weigh the food and keep a record of the number of pounds of food donated per student per grade or class. Graphs can be created by the students to monitor the activity by grade and can be posted in the cafeteria for all students to see. (Math D-2-E)
 - b. As an English/language arts activity, students can write PSAs announcing the results each day. The PSAs can be announced over the intercom at the end of each day.
 - c. As a social studies activity, students can discuss the issue of hunger in America. The students can visit websites addressing the issue of hunger in America and the world. The World Hunger Education Service Associates sponsors *Hunger Notes Online* at www.worldhunger.org/. Brown University has a good website on



hunger, including an introduction [www.brown.edu/Departments/ World Hunger Program/hungerweb/intro.html](http://www.brown.edu/Departments/WorldHungerProgram/hungerweb/intro.html)) and an index of other sites addressing hunger ([www.brown.edu/Departments/World Hunger Program/hungerweb/list.html](http://www.brown.edu/Departments/WorldHungerProgram/hungerweb/list.html)). The Kids Food CyberClub has a section on hunger at www.kidsfood.org/hunger/hunger.html. (Social Studies H-1D-E2, H-1C-M17, H-1A-H6)

- d. Before taking the food for the class into the cafeteria, students could sort the food by food groups. Ask the students to plan a meal using the foods they brought. (Science LS - E-A6)
3. Create a schedule for delivery of food to the food bank. Make arrangements for delivery between regular pick-ups if the food drive is very productive.
4. In elementary schools, write a memo to the students that can be shared with parents or include a blurb in the school newsletter stating the dates of the food drive. Two to three weeks is a good amount of time to collect food. Word of mouth and competition will build interest in the food drive. Announce that the class or grade collecting the most pounds of food per student will receive a reward. A party featuring frozen fruit juice bars served by a character dressed up as a clown and some music playing in the background is easy and works well. Vendors may be willing to donate foods to the cause. Word of mouth works well with middle and high school students.
5. Remind students to contribute only non-perishable food items. (For example, have them bring flour instead of bread.) A Food Bank Wish List is included in the **Appendix**. The manager and teachers can discuss the need for a variety of food, even at a food bank. Students can visit the U.S. Food Guide Pyramid web site, www.nal.usda.gov:8001/py/pmap.htm.

A good time for the manager to communicate with the students and teachers is during morning announcements or in the cafeteria during breakfast. A central location in one corner of the cafeteria should be set aside to exhibit the foods collected. Keeping the food visible will remind students to participate. The food barrel can be decorated to resemble a wishing well to keep with the theme of “Wishing Others Well.”

Thanks to Sally Bumpus, School Food Service Manager, East Baton Rouge Parish.

Recycling Counts

The manager or the teacher can conduct this activity individually or collaboratively. For this learning experience to be a success, the cafeteria manager and teacher must understand his or her role and responsibility. The support and approval of the principal are essential.



GRADE LEVEL/SUBJECT

Grades 3-12/*Character Counts!*, Social Studies



OBJECTIVE

As part of a cafeteria tour, students will become familiar with steps the school food service program is taking to promote recycling.



OVERVIEW

Landfills are filling up rapidly. School cafeterias generate lots of trash through cans of food, paper products, cardboard cases, beverage containers, and leftover food. Recycling deals with volume and weight. Sorting items by type of material and recycling is one way to reduce waste. Crushing cans and breaking down cardboard to reduce the amount of space the trash takes is another way. Such recycling efforts can save space in the landfill and reduce costs to the School Food Service Program.



PROCEDURE

The manager will discuss with students the school cafeteria's recycling efforts.

1. The manager can start the kitchen tour by discussing with the students the need to recycle.
2. The manager will demonstrate or discuss some of the following recycling efforts which may be conducted in the cafeteria, noting that some of these recycling procedures can be conducted at home.
 - Cardboard boxes can be broken down, bundled and picked up on a regular basis.
 - Tin cans are prepared for recycling by removing lids and labels, rinsed, and bagged for pick up on a regular basis. Some schools may crush the cans.
 - Empty containers are sorted according to materials and recycled.
 - Beverage pouches may be used to reduce volume.
 - Disposable plates can be stacked on top of each other before throwing them in the garbage bag.
 - The backs of used paper can be made into scratch pads.
 - Buying food items in bulk helps to save on waste also.
3. As a mathematics activity, students can compare the difference in volume of boxes and/or cans before and after recycling efforts for one week. The students can count and weigh the number of boxes and cans used by the cafeteria staff in one week. Students can determine the volume of boxes and/or cans before being broken down or crushed for the week. The students can determine the amount of difference made in recycling for one year.

EXPLORATION AND EXTENSION

Sample school recycling project: Students may want to implement a recycling program or expand the one in place either through a club service project or a Nutrition Advisory Council. The school recycling program below was adapted with



permission from Lindsay Olinde, a student at Baton Rouge High School. Her suggestions involve more than the school cafeteria.

Why is a school recycling project important?

School recycling presents and encourages recycling to students and teachers who might not be recycling in their homes. By setting an example at school, the program motivates some people to begin recycling. A school that participates in recycling is taking an extra step to help educate future generations.

Set a Goal

Reorganize and initiate a school recycling program by creating a task force to oversee the school recycling project each year.



The student can follow these steps

1. Contact the school principal to describe the project and seek approval to implement a school recycling program.
2. Ask the school principal
 - a) to suggest a teacher to act as an advisor on the project and
 - b) to determine which items are currently being recycled at school.
3. Talk with the cafeteria manager and ask what items are currently being recycled from the cafeteria.
4. Contact the school district recycling coordinator.
5. Contact the waste hauler/recycler to determine which items can be recycled from schools and how often the large bins are picked up by the local recycler.
6. Speak with the custodial staff for their support and advice.
7. Determine the number of classroom/office recycling bins needed and add a few for back-up. In addition to classrooms, remember to count administrative offices, lounges, teacher workrooms, and teacher mailrooms when calculating the amount of bins needed. Collect bins from the local recycling headquarters. If they do not have bins, use mid-sized cardboard boxes. Label the location (i.e room or teacher name) on boxes to alleviate return problems.
8. Organize. Set regular pick up dates so that the procedure becomes a trusted routine. Perhaps morning and afternoon reminders to the teachers on the day of pick-up will increase the level of involvement. Recommend to the people who pick up the rooms' bins to remind the staff about the activity. One problem is that many people on staff forget the recycling pick-up days. ***Communication is the key for this project to be successful.***
9. If a group of students is volunteering, assign a certain number of people to each part of school (including inside workrooms, etc.). As they add the recycling from each room into the large recycle bin, make sure they are recycling the correct material.
10. If the custodians are collecting after school, request that the staff place their bins outside their classrooms before they leave. This way, classroom keys are not needed and it is easier on the staff. Custodians do not have to decide which containers hold recyclables and when bins are to be emptied. This procedure is similar to curbside recycling.



Overall timeframe to implement project

Six months to implement; evaluate after one year.

April

Contact principal and faculty advisor. The project maybe clearer if there is a written proposal, which does not need to be detailed.

May

Contact the district recycling coordinator, cafeteria manager, and waste hauler. Request and begin collecting bins. Speak with teachers or clubs for a commitment to help.

June

Prepare posters and flyers for school.

August

Organize. Set dates. Label boxes. Speak with custodial staff and teachers. Begin!

May of the following school year. Evaluate. Throughout the year, continue to look for good places for bins and places that need replacement bins. Keep track of any ideas that would help the next year's recycling project. Make changes as needed. The biggest challenge is to make sure the project will be carried out the next year.

Cost

The cost of this project can be minimal. The classroom bins can be donated or collected the previous year as cardboard boxes are being thrown out. Sponsors from schools, clubs, and business could be recognized on flyers and posters.

Outcome

- 1. Visible, measurable results.** More students and faculty now recycle office paper. Faculty and students are more careful to separate disposable items in the cafeteria and throughout the cafeteria. Faculty and students are in the habit of recycling.
- 2. Invisible benefits to the student or student group.** A student group taking on a recycling project will create an awareness among members as to the benefits of a school-oriented community service project. If the group is not widely known, this project will serve as good publicity to create an awareness of the group and will highlight their concern for the school and the community. There is more of an awareness among the faculty and student body of the recycling efforts done on a routine basis by the School Food Service Program.

INTERNET EXPLORATION

Students can visit a few sites to learn more about recycling.

- The EPA Student Center (www.epa.gov/students/)
- The Foodservice and Packaging Institute, Inc. (www.fpi.org/The%20Environment.htm)

Thanks to Nadine Mann, East Baton Rouge Parish School Food Service.

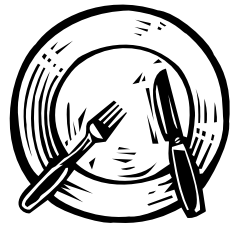
TASTING PARTIES & FOOD ART CONTEST

Guidelines for Planning and Conducting Tasting Parties

A tasting party is a nutrition education activity used to encourage the student to apply the nutrition knowledge taught in the classroom, both at school and away from school. Students at all grade levels enjoy tasting parties. This type of activity is an excellent way to introduce new foods and to teach nutritional values to students.

Most of these tasting parties work best when managers and teachers work together. Some parties may be carried out more easily in the cafeteria than in the classroom.

It is recommended that the food service manager attend one of the first faculty/staff meetings at the beginning of school to meet with the teachers to go over procedures for all cafeteria-related activities, especially for tasting parties. The food service manager should provide the *Tasting Party Request* to teachers. **(See the Appendix.)** Each food service manager can set up her own procedures, but this form will assist in coordinating activities with the teachers. Some suggestions include those listed below.



- Teachers should contact the food service manager at least two weeks in advance to decide on the date, time and type of the tasting party each class would like to have.
- It is recommended that all tasting parties be scheduled after lunch to avoid spoiling the students' appetites. However, food preparation may be done in the morning, as long as students do not taste the food until after lunch.
- Serving sizes for tasting parties will be adequate for a light snack, not for an entire meal. However, if the activity is being conducted in a school that has an After-school Snack or Head Start program, enough of the food can be served to meet the requirement of the component.
- Food items are to be prepared and placed in separate containers in order that the students can assemble the ingredients to make the final product. In this way, students feel that they have done the food preparation themselves.
- Caution should be used with students when they are in the cooking area of the cafeteria for tasting parties. Most tasting activities should be held either in the classroom or in the dining area of the cafeteria.
- The food display table and seating arrangements in the cafeteria should be ready before the students arrive. The staff can place food items on the table as the students enter the cafeteria.
- Special emphasis must be given to holding perishable products above 140°F or below 40°F.
- The staff should have washed the tabletop, counter or other surface used for the demonstration immediately before its use. They should place wet sponges or towels immersed in sanitizing solution on each table for use in the clean up of

spills. A trash can should be available to discard waste and disposables. Leftovers should not be reused.

- All students, teachers, and other participants must wash their hands with soap and water before each tasting party.
- Water or fruit juice can be served at all tasting parties.
- The manager and the teacher will remain with the students during the entire tasting party. Together they will encourage, but not force, students to sample the food.
- If students resist trying the food items, the manager and the teacher should encourage them to taste small bites, stressing that to learn to like new foods, they should continue tasting and eating them.

As a closure to each tasting party, the manager or teacher can ask students for a show of hands to indicate their preferences of the items sampled.

The manager or the teacher can conduct this activity individually or collaboratively. For this learning experience to be a success, the cafeteria manager and teacher must understand his or her role and responsibility. The support and approval of the principal are essential.

NOTES

Vegemania

The manager or the teacher can conduct this activity individually or collaboratively. For this learning experience to be a success, the cafeteria manager and teacher must understand his or her role and responsibility. The support and approval of the principal are essential.



GRADE LEVEL/SUBJECT
PreK-4/Science



OBJECTIVE

Students will taste and identify vegetables that come from various parts of plants.

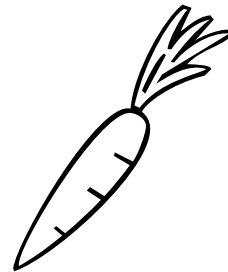
FOOD ITEMS AND SUPPLIES

For the class:

- Poster or banner with title of activity
- Poster/s listing vegetable groups
- Menus for “Vegemania”: 1 per classroom teacher
- Serving bowl per food item

For the students (per student):

- Raw carrot sticks 2 sticks each
- Raw celery sticks 2 sticks each
- Raw broccoli 1 flowerette each
- Raw cucumber 1 slice each
- Disposable cups or bowls 1 each
- Napkins 1 each
- Disposable beverage cups 1 each (6 ounce cup)
- Water or Juice 4 ounces



PREPARATION INSTRUCTIONS

1. As an introduction to this activity, the manager or teacher will

- Place a poster at the entrance of the cafeteria or classroom that proclaims “Vegemania.”
- Display a poster or bulletin board showing that vegetables come from different parts of plants.
- Discuss that the edible parts of various vegetables come from different parts of the plant. Specific examples include the following:

a. Leafy Crops

- Leaves: kale, mustard and turnip greens, lettuce, cabbage, spinach, Brussels sprouts
- Flowers: broccoli, cauliflower
- Stems: asparagus, celery, mushrooms, broccoli

b. Root Crops

- Roots: beets, onions, carrots, parsnips, turnips, radishes, potatoes, sweet potatoes, yams

c. Fruit Crops

- Seeds: peas, beans, corn, oats, sunflower seeds
- Pods: green beans, okra, chili peppers, peas
- Fruits: apples, oranges, peaches, bananas, strawberries, nuts



- Discuss that fruits and vegetables provide vitamins, minerals, and fiber to the diet.

2. The manager or teacher will

- Rinse and cut up raw vegetables.
- Place each raw vegetable in a separate bowl.
- Fill beverage cups with water or juice.
- Have a display of a whole, uncut sample of each item being tasted.

SERVING ARRANGEMENT



Disposable Bowls	Vegetable #1	Vegetable #2	Vegetable #3	Vegetable #4	Napkins	Beverage Cups
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EXPLORATION AND EXTENSION

1. The manager will provide the teachers with menus for a week. The teacher will help the students to name the vegetables and identify the part of the plant from which it comes: for example, "broccoli is a flower."
2. Classes that are growing gardens may want to conduct a "Garden Tasting Party." At harvest time, radishes, mustard greens or other garden vegetables can be prepared by the cafeteria staff and served to the class who tended the garden. If the school has a compost site for the garden, the cafeteria can provide clean vegetable scraps such as lettuce or cabbage leaves, and cucumber peelings from the school kitchen. Students learn about the food chain from soil cultivation to food consumption by working in the garden.

Nutritious Snacks from the Food Guide Pyramid

The manager or the teacher can conduct this activity individually or collaboratively. For this learning experience to be a success, the cafeteria manager and teacher must understand his or her role and responsibility. The support and approval of the principal are essential.



GRADE LEVEL/SUBJECT

PreK-4/Science



OBJECTIVE

Students will taste and identify various nutritious snack foods from the five food groups in the food guide pyramid.

FOOD ITEMS AND SUPPLIES *(per student)*

- Crackers 2 each
- Fresh apple 1/8 each (1 slice)
- Fresh kiwi 1/6 each
- Carrot sticks 2 each
- Broccoli flowerette 1 each
- Cheese, American 1 cube each
- Ham or turkey 1 cube each
- Disposable cups or bowls 1 each
- Napkins 1 each
- Disposable beverage cups 1 each (6 ounce cup)
- Water or Juice 4 ounces



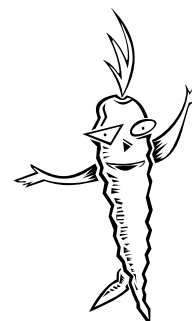
PREPARATION INSTRUCTIONS

The manager or teacher will

1. Assemble individual cups containing the following:
 - 2 crackers
 - 2 raw fruits, 2 raw vegetables
 - 1 cheese cube, 1 ham or turkey cube
2. Discuss where these foods are found in the Food Guide Pyramid and how many servings we should eat each day.
3. Fill beverage cups with water or juice.

SERVING ARRANGEMENT

Individual food cups	Napkins	Beverage cups
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The Staff of Life

The manager or the teacher can conduct this activity individually or collaboratively. For this learning experience to be a success, the cafeteria manager and teacher must understand his or her role and responsibility. The support and approval of the principal are essential.



GRADE LEVEL/SUBJECT
PreK-4/Science



OBJECTIVE

The students will see how bread is made in the cafeteria and have a chance to participate by pinching rolls.

OVERVIEW

Yeast dough can be as much fun to work with as modeling clay. Students will enjoy an opportunity to shape yeast rolls, watch them rise, then bake and taste the finished product. Make up the dough in advance so that it will be ready to shape during class; or use the *Bread in a Bag* recipe. (See the Appendix.) "Coding" the rolls is suggested, so each student will get the ones that he/she made. Discuss the texture, color, aroma, and taste of the rolls. Students may be surprised that shape has nothing to do with taste.

FOOD ITEMS AND SUPPLIES (per student)

- Dough 6 ounces each
- Foil for flags 1 per roll
- Toothpicks for flags 1 per roll
- Disposable plates 1 each
- Napkins 1 each
- Disposable beverage cups 1 each (6 ounces)
- Water or Juice 4 ounces



PREPARATION INSTRUCTIONS

The manager will

1. Invite individual classes to the cafeteria to help with the preparation of rolls.
2. Let the students observe the mixing of flour and other ingredients into bread dough with the large mixer.
3. Have the students wash their hands thoroughly.
4. Let the students knead the dough after watching a demonstration of the procedure.
5. Have a batch of dough ready to shape into rolls.
6. Allow the children to pinch rolls or shape dough into different designs.
7. The students might want to make foil flags labeled with their names to place on toothpicks and stick in their rolls.
8. As the students work with the dough, encourage them to discuss how it feels, what it looks like, etc.
9. When the rolls are done, serve them to the children with water or juice.



SERVING ARRANGEMENT

Plates	Rolls	Napkins	Beverage cups
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Raw Vegetable Tray

The manager or the teacher can conduct this activity individually or collaboratively. For this learning experience to be a success, the cafeteria manager and teacher must understand his or her role and responsibility. The support and approval of the principal are essential.



GRADE LEVEL/SUBJECT
PreK-4/Science



OBJECTIVE
Students will taste a variety of vegetables.

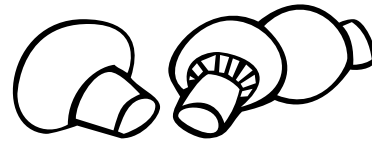
FOOD ITEMS AND SUPPLIES

For the class

- Bowl for dip 2 cup container
- Spoon for dip 1
- Tongs 1
- Tray for vegetables 1

For the students (per student)

- Raw broccoli flowerettes 1-2 each
- Raw cauliflower flowerettes 1-2 each
- Raw carrot sticks 1-2 each
- Raw celery sticks 1-2 each
- Raw cucumber rounds 1-2 each
- Raw mushrooms 1-2 each
- Dip (low-fat) 1 tablespoon each
- Plates 1 each
- Napkins 1 each
- Disposable beverage cups 1 each (6 ounce cup)
- Water or Juice 4 ounces



A variety of raw vegetables may be purchased. Substitutions for the above vegetables may include zucchini slices and squash rounds.



PREPARATION INSTRUCTIONS

The manager or teacher will

1. Rinse and cut up raw vegetables.
2. Arrange raw vegetables on a tray.
3. Prepare dip and place in a bowl. Place bowl in the center of the vegetable tray.
4. Fill beverage cups with water or juice.
5. Ask the students to select **at least three vegetables** they have never tried. Very young students may need adult supervision.

SERVING ARRANGEMENT

Plates	Tray with vegetables and Dip	Napkins	Beverage Cups
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Different Forms of a Food (Apple)

The manager or the teacher can conduct this activity individually or collaboratively. For this learning experience to be a success, the cafeteria manager and teacher must understand his or her role and responsibility. The support and approval of the principal are essential.



GRADE LEVEL/SUBJECT
PreK-4/ Science, Math



OBJECTIVE
The students will taste a food item (apple) in the different forms available.

FOOD ITEMS AND SUPPLIES (per student)

- Applesauce 1/4 cup each
- Apple juice 4 ounces each
- Fresh apples 1/6 - 1/8 each
- 4 ounce disposable cups 1 each
- Napkins 1 each
- Disposable beverage cups 1 each (6 ounces)
- Disposable plate 1 each
- Disposable bowl (for applesauce) 1 each
- Spoons 1 each



PREPARATION INSTRUCTIONS

The manager will

1. Clean apples. Cut into six or eight wedges.
2. Pour 4 ounces of apple juice in a paper cup for each student.
3. Place a 1/4 cup of applesauce in a disposable bowl or cup for each student.

SERVING ARRANGEMENT

Plates	Apple sections	Applesauce	Apple juice	Napkins	Spoons
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EXPLORATION AND EXTENSION

1. Prepare a tray of fruits in different forms: fresh, canned and fruit juice. These might include fresh pineapple, pineapple juice, and canned pineapple; fresh and canned peaches; orange wedges and orange juice, etc. Let the students compare textures and tastes of each fruit.
2. For a mathematics activity, have various measuring cups for liquid and dry measurement. Discuss with students the difference in liquid and dry measurements.



Fruit Faces

The manager or the teacher can conduct this activity individually or collaboratively. For this learning experience to be a success, the cafeteria manager and teacher must understand his or her role and responsibility. The support and approval of the principal are essential.



GRADE LEVEL/SUBJECT
PreK-4/Science and Art



OBJECTIVE
The students will design and eat edible fruit art.

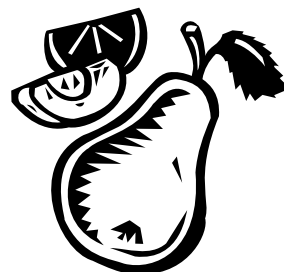
FOOD ITEMS AND SUPPLIES

For the class

- Serving spoons or tongs 1 per food item
- Bowls 1 per food item

For the students (per student)

- Pear or Peach half 1 each
- Toppings * 4 or 05 each
 - Hair 1/4 to 1/2 cup each
 - Eyes 1 tablespoon each
 - Nose 1 tablespoon each
 - Mouth 1 tablespoon each
- Paper plates 1 each
- Napkins 1 each
- Forks or Spoons 1 each
- Disposable beverage cups 1 each (6 ounces)
- Water or Juice 4 ounces each



PREPARATION INSTRUCTIONS

The manager or teacher will

1. *Choose a variety of toppings so that the student can decorate the pear or peach half and make a funny face. Some suggestions are
 - Hair - coconut, shredded lettuce, small carrot curls or grated carrots
 - Eyes, Nose, and Mouth - raisins, cherries, banana coins, pineapple tidbits, purple plums cut into small pieces.

Students should select from the above list or create their own toppings. The manager/teacher should be sure there are enough toppings so that the students can make their funny face salads.
2. Place a pear or peach half on each plate.
3. Place toppings in separate bowls. Select utensils for serving.
4. Fill beverage cups with water or juice.

SERVING ARRANGEMENT

Plate with fruit half	Toppings with serving utensils	Forks or spoons	Napkins	Beverage Cups
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Each student should place a small amount of several toppings on the side of his plate. Upon returning to his assigned seat, he can then make his funny face salad.

Fruit Kabobs

The manager or the teacher can conduct this activity individually or collaboratively. For this learning experience to be a success, the cafeteria manager and teacher must understand his or her role and responsibility. The support and approval of the principal are essential.



GRADE LEVEL/SUBJECT
PreK-4/Science and Art



OBJECTIVE
The students will be encouraged to try different fruits.

FOOD ITEMS AND SUPPLIES

For the Class

- Bowls 5
- Serving spoons 5

For the student (per student)

- Fruit (canned and fresh) * 1 piece per fruit
- 6" Plastic skewers or milk pouch straws 1 each
- or pretzel sticks 3 each
- Napkins 1 each
- Paper plates 1 each
- Disposable beverage cups 1 each (6 ounces)
- Water or Juice 4 ounces



PREPARATION INSTRUCTIONS

The manager or teacher will

1. *Choose five different fruits for the kabobs, including some fruits that students do not eat frequently. Some suggestions are cherries, pineapple, apple (with skin), orange or tangerine sections, grapefruit sections, grapes, and cantaloupe.
2. Place each type of fruit in a separate bowl.
3. Fill beverage cups with water or juice and arrange on a tray.

SERVING ARRANGEMENT

Plates	Fruit #1	Fruit #2	Fruit #3	Fruit #4	Fruit #5	Skewers	Napkins	Beverage Cups
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Each student should use the serving spoons to place one piece of fruit from each of the five bowls onto his or her plate. While seated, each student will spear a fruit using the point of the skewer and push it on with his or her fingers. Continue threading the skewer with all five fruits. For a variation not using a skewer, have students create their own fruit cups with at least three different fruits.



Chunky Cheese Surprise

The manager or the teacher can conduct this activity individually or collaboratively. For this learning experience to be a success, the cafeteria manager and teacher must understand his or her role and responsibility. The support and approval of the principal are essential.



GRADE LEVEL/SUBJECT
PreK-8/Science



OBJECTIVE

The students will taste a variety of cheeses and identify lower fat cheeses.

FOOD ITEMS AND SUPPLIES (per student)

- American cheese, cubed 1 each
- Mozzarella cheese, cubed 1 each
- String cheese (if available) 1/3 stick each
- Crackers 2 each
- Napkins 1 each
- Disposable cups (2 ounce) 1 each
- Disposable beverage cups 1 each (6 ounces)
- Water or Juice 4 ounces



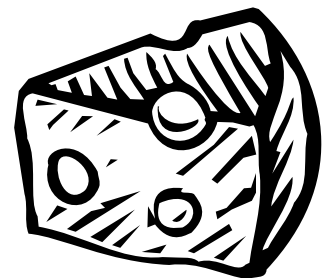
PREPARATION INSTRUCTIONS

The manager or teacher will

1. Cut the American and Mozzarella cheeses into cubes (approximately 3-4 servings to the ounce). Cut string cheese.
2. Place one serving of each type of cheese into the disposable cups.
3. Fill beverage cups with water or juice.

SERVING ARRANGEMENT

Plates	Crackers	Disposable cups with cheese cubes	Napkins	Beverage Cups
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Salad Supreme

The manager or the teacher can conduct this activity individually or collaboratively. For this learning experience to be a success, the cafeteria manager and teacher must understand his or her role and responsibility. The support and approval of the principal are essential.



GRADE LEVEL/SUBJECT
PreK-8/Science



OBJECTIVE
The students will identify the food groups in a main dish salad.

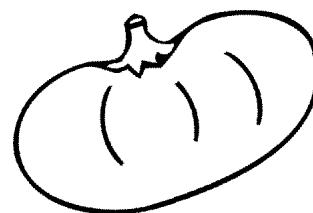
FOOD ITEMS AND SUPPLIES

For the class

- Serving utensils for salad items
- Serving bowls, one per food item

For the students (per student)

- Shredded lettuce (vegetable group) 1/2 cup each
- Tomatoes, Cucumber,
or Bell pepper (vegetable group) 1/2 cup each
- Grated egg (meat group) 1/2 cup each
- Grated cheese (milk group) 1/4 ounce each
- Crackers (bread group) 2 each
- Salad dressing (2 types) 1 tablespoon of each type
- Paper plates 1 each
- Napkins 1 each
- Forks 1 each
- Disposable beverage cup 1 each (6 ounce cup)
- Water or Juice 4 ounces each



PREPARATION INSTRUCTIONS

The manager or teacher will

1. Prepare egg, cheese, and lettuce and other vegetable items for serving; place them in bowls for a salad bar display.
2. Choose utensils for serving each component of the salad.
3. Prepare salad dressings; at least one should be lowfat.
4. Fill beverage cups with water or juice and arrange on a tray.

SERVING ARRANGEMENT

Plates	Lettuce	Other Vegetables	Egg	Cheese	Salad Dressing	Crackers	Napkins	Forks	Beverage Cups
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Serving utensils should be placed in front of each food item.

EXPLORATION AND EXTENSION

The manager or teacher will

1. Let the students taste protein foods other than meats. Use nuts, cottage cheese,

cheese, beans, tofu, tuna etc. Discuss with the students vegetarianism and why some people are vegetarians (religion, health, etc.).

2. Ask students to work individually or in teams to build either a 1000-calorie or 100-calorie salad. Note that calories can add up quickly in a salad, if lots of cheese and salad dressings are used. (Tuna and pasta salads, made with mayonnaise, provide extra calories.) Using the chart, Build a Salad, instruct students to calculate the total calories in their salads. **(See the Appendix.)**

Ask the following questions:

- Students who are trying to maintain their weight should select more of which food items from a salad bar? Less of which food items?
- Does the salad provide foods from all of the food groups?
- How could active students, who need lots of calories, make a meal from a salad bar?

Mexican Soft Taco

The manager or the teacher can conduct this activity individually or collaboratively. For this learning experience to be a success, the cafeteria manager and teacher must understand his or her role and responsibility. The support and approval of the principal are essential.



GRADE LEVEL/SUBJECT
PreK-8/Social Studies



OBJECTIVE
The students will taste an ethnic food item.

FOOD ITEMS AND SUPPLIES (per student)

- Flour tortilla 1 each
- Taco sauce 1 tablespoon each
- Refried beans 2 tablespoon each
- American cheese, grated 1/4 ounce each
- Shredded lettuce 1/8 cup each
- Tomatoes, diced 1/8 cup each
- 8" paper plates 1 each
- Napkins 1 each
- Disposable beverage cups 1 each (6 ounce cup)
- Water or Juice 4 ounces



PREPARATION INSTRUCTIONS

The manager or teacher will

1. Prepare lettuce, tomatoes, and cheese.
2. Arrange food items for students to assemble their own tacos.
3. Fill beverage cups with water or juice.

SERVING ARRANGEMENT

Paper Plates	Tortillas	Refried Beans	Cheese	Lettuce	Tomatoes	Taco Sauce	Napkins	Beverage Cups
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EXPLORATION AND EXTENSION

The teacher should ask students to take to class favorite family recipes and to discuss from which ethnic group these foods originated. The students can then combine the recipes into a class cookbook.



Hawaiian Kabobs

The manager or the teacher can conduct this activity individually or collaboratively. For this learning experience to be a success, the cafeteria manager and teacher must understand his or her role and responsibility. The support and approval of the principal are essential.



GRADE LEVEL/SUBJECT
PreK-8, Social Studies



OBJECTIVE
The students will try a new ethnic food.

FOOD ITEMS AND SUPPLIES

- Cheese cubes 1/2 ounce, 2 each
- Pineapple chunks 2 each
- Ham cubes 1/2 ounce, 2 each
- Crackers 2 each
- 6" Plastic skewers or milk pouch straws 1 each
- or pretzel sticks 3 each
- Plates 1 each
- Napkins 1 each
- Disposable beverage cups 1 each (6 ounces)
- Water or Juice 4 ounces
- Serving spoons 3



PREPARATION INSTRUCTIONS

The manager or the teacher will

1. Place each item in separate bowls or plates.
2. Fill paper cups with water or juice and arrange on a tray.

SERVING ARRANGEMENT

Plates	Skewers	Cheese Cubes	Pineapple Chunks	Ham Cubes	Crackers	Napkins	Beverage Cups
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Using the point of the skewer, each student will carefully spear at least one piece, but no more than two, of cheese cubes, pineapple chunks, and ham cubes. Students should be encouraged to avoid dropping or touching foods in the serving bowls.

Food Art Contest

The manager or the teacher can conduct this activity individually or collaboratively. For this learning experience to be a success, the cafeteria manager and teacher must understand his or her role and responsibility. The support and approval of the principal are essential.



GRADE LEVEL/SUBJECT
Grades 4-8, Art, Science



OBJECTIVE

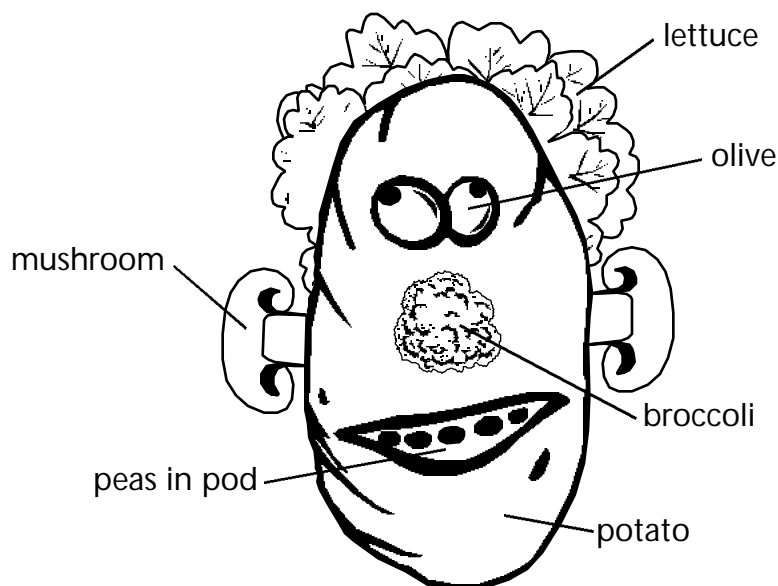
The students will design food art based on a chosen theme. An example is illustrated below based on a 5-A-Day theme.



PROCEDURES

The manager or teacher will

1. Set rules for the students to follow, such as
 - Use at least five fruits and vegetables that are high in vitamin A and C. (Fruit examples include oranges, grapefruit, strawberries, and tangerines. Vegetable examples include broccoli, carrots, pumpkin, sweet potatoes, squash, and greens.)
 - Use toothpicks, glue, etc., to secure the creation. (They could also use markers and pens for drawing.)
 - Use other food items to complete the creation.
(*The artwork is not edible due to the use of raw foods as well as non-food items such as glue.*)
2. Give prizes for categories such as "Prettiest," "Funniest," and "Most Creative."
(Prizes may include free extra-items from the cafeteria or non-food items such as pencils.)
3. Display artwork in the cafeteria.



EXTENSION & EXPLORATION OF THE SCHOOL KITCHEN

Kitchen Tours

The manager or the teacher can conduct this activity individually or collaboratively. For this learning experience to be a success, the cafeteria manager and teacher must understand his or her role and responsibility. The support and approval of the principal are essential.



GRADE LEVEL/SUBJECT

Grades PreK-12 - All subjects, especially Food and Consumer Science and Culinary Arts



OBJECTIVE

Students will examine each area of the kitchen and will see the various activities required to prepare their lunches. The students will learn that quantity food production in school food service is a business requiring special equipment and lots of planning.



PROCEDURE

The manager will

1. Plan a kitchen tour week or month at the school cafeteria. Have orientation for the lowest grade in the school before the first serving day.
2. Publicize the orientation program with a bulletin board or poster inviting individual classes to sign up for the tour.
3. If possible, schedule tours during a time of light preparation. Have the students wear hairnets.
4. Tour each area, allowing the children to stop to ask questions or have a question-and-answer period after the tour. Be sure to include the following areas where the children may examine many aspects of food service.
 - a. Walk-in refrigerators that store large bags of produce, large cartons of eggs, pre-cut produce, etc.
 - b. Freezers that store frozen foods at temperatures below 0° F.
 - c. Large storage areas and containers that store large institutional-sized cans, flour and rice bags, large pans and pots, etc.
 - d. Preparation areas - mixing, baking, etc. (*Let the students view preparation of menu items for their lunch.*)
 - e. Dish washing and sanitation areas. (*Discuss required temperatures and cleaning chemicals.*)
 - f. Recycling area. (*See **Recycling Counts** in this booklet.*)
 - g. Receiving area - loading dock, where food is delivered.
 - h. Computer - analysis, record keeping, etc.



EXTENSION AND EXPLORATION

The manager will

1. Invite individual classes to observe cleaning and sanitation procedures.
2. Invite the students to use the *Kitchen Safety Checklist* to ask the employees whether they are following the correct safety procedures. (**See the Appendix.**)
3. Compare a home-cooked meal with a school lunch meal. Send the *Home*

Kitchen/School Kitchen form home with the students for their parents to complete. **(See the Appendix.)** Help the children answer the same questions about the school lunch. The students can then compare the questionnaires in class for similarities and differences in school lunch and home lunch preparation.

4. To illustrate the differences in the quantity of food prepared for a home meal and a school meal, let the children observe the preparation of rolls for the cafeteria lunch.

First-Hand Sanitation Experience

The manager or the teacher can conduct this activity individually or collaboratively. For this learning experience to be a success, the cafeteria manager and teacher must understand his or her role and responsibility. The support and approval of the principal are essential.



GRADE LEVEL/SUBJECT.
Grades K-8, Science



OBJECTIVE

The students will observe bacterial growth resulting from lack of proper handwashing procedures. The students will state the importance of good sanitation in the cafeteria.

Note: This activity could be used after a kitchen tour when sanitation and cleaning procedures have been observed. The agar plates should be placed in a classroom to incubate, not in the cafeteria where food is prepared and served.



PROCEDURE

The teacher or manager will

1. Obtain five agar plates with medium for growing bacteria. If necessary, she will contact the school food service supervisor for assistance in obtaining the plates. (Students can prepare agar plates ahead of time in class.)
2. Invite the students to the cafeteria for a discussion and demonstration on the importance of proper handwashing procedures in the cafeteria.
3. Assist students to prepare two different sets of agar plates.

SET A

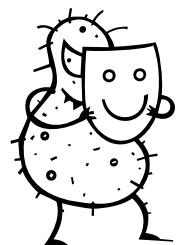
Proper handwashing

- Have student lightly press fingertips and thumb of an unwashed hand to one plate. (Plate 1)
- Have the same student wash his hands the way he normally washes his hands, and then touch another agar plate with the clean hand. (Plate 2) *The manager then can demonstrate proper handwashing procedures, stressing the importance of washing the entire hand for a minimum of 20 seconds with special emphasis on fingertips. The Manager should be sure to turn off the faucet while holding a paper towel.*
- Have the same student wash his hands following proper handwashing procedures and then touch another agar plate with the clean fingertips. (Plate 3)

SET B

Handwashing with sanitizer used without water

- Have a different student lightly press fingertips and thumb of an unwashed hand to the plate. (Plate 4)
 - Have the student use a hand sanitizer that is advertised as needing no water. Use the sanitizer in the amount directed on the bottle. Make another plate with the fingertips. (Plate 5)
4. The teacher/class should label the plates and place them in a warm place in a classroom to let the bacteria grow for two days.
 5. In one or two days, visit the classroom with the agar plates, allowing students to observe the bacterial growth.



6. The teacher/class should compare and contrast the bacterial growth on the plates.
Note that even the agar plates touched with clean hands will have some bacterial growth; however, the growth will have fewer harmful bacteria.

EXPLORATION AND EXTENSION

Show video, *Keeping It Safe: Wash Hands the Best Way*, CARE Connection, (Lesson number 27), 1997, National Food Service Management Institute.

Conducting an Inventory of Food

The manager or the teacher can conduct this activity individually or collaboratively. For this learning experience to be a success, the cafeteria manager and teacher must understand his or her role and responsibility. The support and approval of the principal are essential.



GRADE LEVEL/SUBJECT

Grades 4 - 12, Math, Business, Economics, Marketing Education, Food Marketing



OBJECTIVE

Students can observe a demonstration of how to conduct physical and perpetual inventories to properly manage a school food service program. Some students can set up a small inventory spread sheet in class or job shadow with the cafeteria manager for one day or a week.



PROCEDURE

The manager can introduce and demonstrate the steps required to conduct an inventory of food.

1. Introduction

School food service is big business. After the menus have been planned, the school food service manager or district director must determine how much of each ingredient to have on hand. Keeping an accurate inventory is important to being able to prepare enough food for every student. For example, if we are going to offer green beans on Friday, we must know how many cans are in our inventory and how many cans we need to order. One number 10 can of green beans provides approximately 25 one-half cup servings. If we prepare 200 servings, we need eight (8) cans.

2. Define *inventory*

An *inventory* is a detailed list of all goods and materials in stock. Two kinds of inventory methods are used in school food service: physical inventories and perpetual inventories.

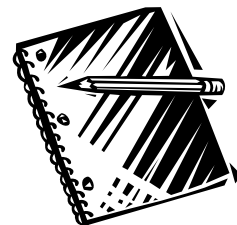
- A *physical inventory* is an actual count of all goods on hand at a certain time.
- A *perpetual inventory* is an up-to-date “running” record of the balance on hand of each item in the storeroom.

The manager should demonstrate how the inventory is conducted in her school. Most schools are computerized. A manager could give a demonstration on how the school's computer system works to keep inventory: she can use canned food items for demonstration purposes.

3. Demonstrate a Physical Inventory

A physical inventory is easy to conduct with a form that lists all items carried in stock and their unit sizes is printed. This form eliminates the need for handwriting the items each time the inventory is taken. The items on the inventory form should be classified and printed in the same order as they are arranged in the storeroom and in the perpetual inventory.

Two people should take the inventory: one to count and the other to record. Using two people to take inventory reduces errors and increases efficiency. The same two persons should take the inventory each month. The monthly inventory must be taken on the last business day of each month after the close of business.



All uncosted single units of food stored in refrigerators, freezers, storerooms, and kitchen should be inventoried. Any single unit of food that has been opened and costed out during the month, but not completely used by the end of the month, should be counted as having been used and should not be inventoried. A single unit is defined as the smallest quantity of the food item. In this situation, a can is the smallest unit.

To begin taking the inventory, the manager starts with the first item on the inventory form. She counts the number of cans; checks the prices on each item; and counts the number of containers at each price. For instance, if there are eighteen (18) #10 cans of applesauce that cost \$3.17 each and eight (8) #10 cans of applesauce that cost \$3.10 each, they are recorded separately. (See the completed sample physical inventory form in the **Appendix**.) Prices are recorded on the inventory form while taking the inventory to aid in the costing or valuation of the inventory. All of the first item and the prices are counted and recorded before going to the second item. Then all items in the storerooms, refrigerators, freezers, and kitchen are counted in the same manner. It is necessary to account for every item.



4. Perpetual Inventory

To begin a perpetual inventory, the manager first completes a physical inventory. Next, she completes an inventory card or notebook page for each item listed in the physical inventory. She should separate perpetual inventory card for each form of the same food item. For example, she should make one card for peach halves and another card for peach slices. If two sizes of the same item are carried in inventory, she makes separate cards for each. (The teacher/ manager should mention that inventories are kept on all frozen, canned and dried food items. She needs to give a demonstration of canned goods only.)

As items are received and issued (or withdrawn) from storage, the manager adds the amounts to or subtracts them from previous totals, records the date of the transaction, and calculates the new balance. When items are received, she checks them off the invoices as she adds them to the perpetual inventory cards. When items are issued from storage, she records the amounts as she checks them off the issue/withdrawal forms. She always records the amounts issued or received on the day the transaction occurs.

If a new item that has not been carried previously in inventory is received, the manager adds a new card or sheet to the perpetual inventory file. If a computer program is used for inventory, she creates a separate page entry for each item.

A completed sample perpetual inventory card is shown. (**See the Appendix**.) The pricing method illustrated on the card uses an averaging and rounding off method of calculating the cost per unit.

- A case of six (6) #10 cans of green beans costs \$17.95
- Six divided into \$17.95 equals \$2.99 with a 1¢ remainder
- The averaging and rounding off method of calculating cost per unit would be recorded as: 6 cans @ \$2.99 each



5. Reconciling the Inventory

After the physical inventory has been completed, it is compared to the perpetual inventory to find any differences. When the amount on hand, the physical inventory, differs from the balance in the perpetual inventory, the manager must locate the cause of the problem. This comparison process is called “reconciling” the inventory. The

cause might be failure to post a delivery to the perpetual inventory, failure to post an issue/withdrawal, or inaccurate issue/ withdrawal records (for example, six cans of peaches were recorded as issued, but a seventh can, which was withdrawn after serving began, was not recorded. When a discrepancy cannot be explained by reviewing invoice and issue/withdrawal records (and food production records, if necessary), the manager must be alert to the possibility of theft.

6. Costing the Inventory

After the physical inventory has been taken and reconciled with the perpetual inventory, the total value of the ending inventory is determined. This inventory value is then used to determine the “cost of food used” for the month. The opening or beginning inventory is the value of food and supplies on hand at the beginning of the month. The ending or closing inventory for one month is always the beginning inventory for the following month. To determine the amount of food used during the accounting period, the manager records the beginning inventory value and makes any adjustments. Then, she adds all invoices to achieve the total food available, and subtracts the ending inventory. The resulting total is the cost of food used for the month.

EXTENSION AND EXPLORATION

A marketing class or food and consumer science class could “job shadow” in the cafeteria by observing the entire operation of the cafeteria. If approved by the manager and district school food service supervisor, students could plan sample menus, set a budget based upon the menus, order the food and note bulk purchasing, and market the program.

NOTES

Bulletin Board Ideas

The manager or the teacher can conduct this activity individually or collaboratively. For this learning experience to be a success, the cafeteria manager and teacher must understand his or her role and responsibility. The support and approval of the principal are essential.



GRADE LEVEL/SUBJECT
Grades PreK-12/All subjects



OBJECTIVE

The school food service manager or teacher will select and install a bulletin board design to promote healthful food choices by students. She will encourage students to participate in learning activities related to the board.

OVERVIEW

The goals of Team Nutrition include providing healthful foods in the National School Lunch and Breakfast Programs and promoting healthful food choices by students. Using bulletin boards can help to reinforce these goals. Bulletin boards can be designed to provide learning activities that link the classroom to the cafeteria.

Bulletin boards can be major teaching assets in the classroom or cafeteria. Creating exciting bulletin boards can brighten up the entire classroom or cafeteria, stimulating students, and calling attention to topics you want to highlight. Colorful and creative bulletin boards can provide timely nutrition messages for all students with minimum effort. Taking time not only to prepare a quality bulletin board, but also to store it properly is worthwhile. It then can be used for several years and will save time for the manager or teacher.



PROCEDURE

The manager or teacher can

1. Use the booklet, Jazzy Bulletin Board Ideas, or visit www.doe.state.la.us/DOE/asps/home.asp?I=JAZZY to plan bulletin boards. See the section “Bulletin Board Briefs” for color, planning and technique hints.
2. Plan the boards in advance and change them often.
 - a. Plan bulletin boards to use throughout the school year with the help of teachers. Ask teachers to assist with the advance planning and preparation so that boards are planned and ready for display at the scheduled time.
 - b. Have a bulletin board contest among the classes, with each class getting a turn at putting up a nutrition education bulletin board. Take pictures throughout the year. Have each class elect a representative to serve as a member on the judging panel. At the end of the year, have the panel select a winning class with the cafeteria manager presiding. Award the winning class an end-of-the-year prize, such as frozen yogurt or slush from the cafeteria.
 - c. With the principal's help, obtain additional assistance through
 - Art and home economics classes
 - Teachers having nutrition training or interest
 - 4-H and NAC groups
 - Dietetic students



3. Plan timely displays, such as advertising the breakfast program at the beginning of the year. Keep interest in the school food service program by coordinating displays with the holidays and school events.
4. Place the displays in highly visible locations so that students will see them. Encourage participation and publicize the menu by placing information in a centralized area, such as in front of the principal's office or in a well-traveled hallway.

Poster Collectors

The manager or the teacher can conduct this activity individually or collaboratively. For this learning experience to be a success, the cafeteria manager and teacher must understand his or her role and responsibility. The support and approval of the principal are essential.



GRADE LEVEL/SUBJECT

Grades 4-6/ Health, English/language arts, Social Sciences, Marketing



OBJECTIVE

Through a letter writing campaign, students will assist the cafeteria manager in obtaining as many posters and brochures related to foods and nutrition as possible. The manager will display the posters throughout the year. Students will see that the foods they eat may come from all over the United States.



PROCEDURE

Students will write to food promotion boards requesting one free copy of a poster or brochure.

1. The students or teacher can obtain a list of addresses of food promotion boards. *Addresses for Collecting Posters* is a listing of organizations that promote fruits and vegetables. **(See the Appendix.)** Students can search the Web for other sources.
2. The class can discuss proper letter writing skills and format.
3. Students write the letters, address and stamp the envelopes, and mail them. The school may be willing to furnish students with school letterhead and envelopes.



EVALUATION

The class can display the posters and brochures in the cafeteria, giving their class credit for their letter writing campaign. The posters can be featured at times when the food is featured on the menu. The manager can arrange to set up a small table displaying other items received that cannot be posted on a wall.

The manager or teacher can evaluate the lesson by asking the students these questions.

- How many posters did the class receive?
- Were the posters attractive?
- Would you want to display the posters?
- What was the message the posters conveyed?
- Can the message apply to healthy eating habits?
- Is the food being promoted offered in the cafeteria?

EXPLORATION AND EXTENSION

1. Internet activity: Instead of writing letters, students can surf the Internet for web sites of food promotion boards, and print interesting pages from various sites. They can place the pages on construction paper to frame the pages. The class can display the different web site facts for the school to view. (The Produce Marketing Association's Web site has a good directory of links to many interesting web sites.) www.pma.com/industry/mlhome.htm
2. Using marketing techniques, students can make and display their own posters marketing a certain food.

COMMUNICATING WITH STUDENTS

Nutrition Advisory Council

The manager or the teacher can conduct this activity individually or collaboratively. For this learning experience to be a success, the cafeteria manager and teacher must understand his or her role and responsibility. The support and approval of the principal are essential.

In order to improve the classroom to cafeteria link, the school food service staff must understand the opinions of the students. Customer preferences and food acceptability information should be used in menu planning. One way to open the lines of communication with students is to form a student Nutrition Advisory Council (NAC). In having a staff advisor and student members, a NAC resembles other school clubs and organizations. They meet to discuss concerns and plan activities. The mission of NAC is to offer the nutrition program advice. Members also can discuss the importance of good nutrition, physical fitness, and the role that healthful school meals contribute to overall health and academic performance. A NAC is an effective tool for getting students to “buy in” to marketing, menu, and program plans. A NAC is an ideal formal means for students to promote marketing and advocacy. The benefit is that the manager has open communication with the students and teachers.



7 STEPS TO A SUCCESSFUL NAC

The manager can follow these seven steps to achieve a successful NAC.

1. Gain commitment from the food service staff. Their daily contact with students, teachers and administrators can build the NAC's image. Food service staff members are more likely to favor forming a NAC if they see how it will benefit them and the district. Show them how meal program participation can increase. Describe the public relations and academic pay-offs of the program.
2. Get the principal's endorsement, which can motivate students and staff to participate in the food service program.
3. Recruit an adult advisor to lead the group. An interested teacher or administrator, a counselor, or a nutrition staff member could play this role.
4. Recruit eight to ten student volunteers to serve on the NAC. Some schools approach the student council, which already exists and meets regularly in most schools. Council members tend to be student leaders. They're usually not shy about offering their opinions. One manager with a very active NAC chose the students who were not so active on other committees and made an effort to reward those students for participating. Some school systems may choose to have a district-wide advisory panel, but transportation will have to be arranged to get the group together. Students of all ages can be advisors; but it is better if the student groups are separated by elementary, middle, and high school levels. These customer groups have very different tastes.
5. Work with partners to sustain the NAC.
 - Get started early. Recruit students and staff in August and September to get the NAC going. Hold the first meeting in October to plan activities for the year. A suggested agenda is found in this book. (See the Appendix.)

- Hold regular meetings. The more frequent the meetings, the more the NAC will accomplish. Every other week or once a month is ideal. A quarterly schedule may be more realistic for some schools. Set meetings before or after school or during normal break times. Meet in the cafeteria, auditorium, or a classroom.
 - Seize every chance to plan a NAC activity. Have meetings carry out that month's promotion or marketing theme. Use the All-Purpose Action Plan to implement NAC activities. **(See the Appendix.)**
6. Learn from other NACs. Join the national NAC organization, which provides support, member cards, a newsletter, handbook, logo slicks and other materials. Call the American School Food Service Association at (800) 887-8822, ext. 144, or www.asfsa.org/nutrition/nac.htm for information.
 7. Budget a small amount to meet NAC expenses each year. Start small and build on successes.

GIVE STUDENTS REAL RESPONSIBILITIES AND REWARDS

NACs can provide vital feedback and ideas that the food service staff can use to improve their programs. NAC activities are limited only by members' imaginations. Ways that NACs can promote good nutrition and improve the program include:

- **Menu Planning.** One reason to involve students is to help them learn how the child nutrition program works. A good way to get them involved is to let them plan menus that reflect the dietary guidelines. Be sure to give them credit. Print their names on "their" menus or post them in the cafeteria.
- **Taste Testing.** Taste testing is one of the most popular student activities. **(See the section on Student Product Testing.)**
- **Marketing.** Let students help create and carry out the marketing plan for the year. They can devise promotions that will appeal to their classmates.
 - Develop ads or posters to promote an event or menu item.
 - Decorate theme bulletin boards.
 - Announce events over the school address system.
 - Evaluate the results of the promotion.
- **Customer Survey.** NAC members also can develop or adapt a survey of student food preferences. This survey will provide useful data on the food and cafeteria environment. Students are more likely to respond if their peers ask the questions. Teachers can help by urging students to fill out and return surveys to NAC members. Sample questions include
 - What are your favorite foods on the school lunch or breakfast menu?
 - What new foods would you like us to offer?
 - What foods would you like us to remove from the menu? Why?



The National Food Service Management Institute www.nfsmi.org/ has developed a survey for high school and middle school students. Consider using this instrument to evaluate the food service program.

- **School Newspaper.** Ask students to write a nutrition column for the school newspaper.
- **Health Fair.** Have students promote the importance of exercise and diet during a health fair. The American Heart Association, The American Cancer Society, etc. will often provide volunteers to assist with health fairs.
- **Nutrition Education.** Students can present skits, plays, or games about nutrition to younger students.

REWARD THE STUDENTS

NAC student advisors not only gain new skills, but also find their work fun. Still, it is important to reward them in tangible ways. Such recognition keeps commitment high. Here are some examples:

- **Publicity.** Everyone likes to see his or her own name in print. Recognize NAC members publicly by name as often as possible. School newsletters and local newspapers are good avenues, as are printed menus and menu boards. Print name tags for use at meetings and open houses. List NAC members in displays. Present certificates of appreciation at a school board meeting.
- **Special Identification.** Reward group members with non-food items—T-shirts, water bottles, visors, fanny packs and notepads. Limit distribution, so that receiving one is a mark of distinction. Give logo items as “welcome aboard” or thank you gifts. Encourage members to use them proudly.
- **Food.** People of all ages love gifts of food. Food gifts are universal signs of hospitality and esteem. Making **healthy** foods available gives student advisors a chance to practice smart eating as well.



The managers can discover that it is worth the effort to understand student preferences. Students of all ages are eager to share their opinions and ideas. By including students, the managers gives students a sense of ownership and helps build an understanding of the food service program.

NOTES

Handwriting practice lines consisting of six horizontal lines within a rectangular box.

Student Product Testing

The manager or the teacher can conduct this activity individually or collaboratively. For this learning experience to be a success, the cafeteria manager and teacher must understand his or her role and responsibility. The support and approval of the principal are essential.

In addition to informal tasting parties, food service staff should conduct student taste tests of revised recipes and new processed food products. Tasting sessions with the staff may be helpful for initial “screening”; however, such taste tests do not measure the reactions of the students.

Staff can purchase and prepare the most nutritious foods available. If students don’t like the food, all that effort is wasted! Product testing with small groups of students provides some idea of how well a new dish will be accepted when it is placed on the menu for everyone. This technique helps the manager not only to offer the foods that students like, but also to avoid placing foods on the line that will “bomb.” The manager will save time and money. New foods should be introduced slowly. Students may accept food items that have been introduced in small amounts several times and marketed.

Research has shown that it may take up to ten times to introduce a food before it is accepted by students.

STEPS FOR STUDENT TASTE TESTS

The manager should follow these suggested steps.

1. Select the Taste Test Panel

The manager, possibly with a teacher’s help, should choose separate groups for lower and upper elementary, middle, and high schools, selecting for each group:

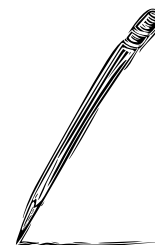
- four to six boys and an equal number of girls
- students from varied ethnic and cultural backgrounds

2. Set Up the Tasting Area

- Stage the tasting away from other students eating lunch, to keep the group on-task and reduce outside influences.
- Furnish napkins, plates, utensils, cups, water, and Product Testing Forms:
 - smiling faces for lower elementary schools (**See the Taste Test Form in the Appendix.**)
 - number scale for upper elementary and secondary schools (**See the Student Opinion Score Sheet in the Appendix.**)

3. Conduct the Taste Test

- Test only modified versions of recipes.
- Test no more than four items at a time.
- Serve products exactly the way they will appear on the menu. (Ex. Serve a burrito with salsa if that is the way it will be served.)
- Provide water and crackers or bread to clear the palate.
- Ask students to rate each food based on their own opinions without discussion.
- Ask older students to write specific comments on taste-test forms.
- Use a simple code to identify products. (No brand names visible) For example: Burrito #1, Burrito #2, Burrito #3. (Or, color code the items: blue, green, red, yellow, etc.)



4. Follow Up

When students finish, interview them to get more comments, asking

- What do you think about this dish?
- Would you like to see it on the menu?
- Why did you like or dislike this dish?
- What serving suggestions do you have?

5. Recognize Students' Efforts

- Decorate the tables with a tablecloth, a recognition sign, and balloons.
- Give each student a prize for returning the form (logo magnet, bookmark, notepad, etc.).
- Market all new products to students. Consider highlighting “new item, student tested” on the printed menu.

The Department of Education would like to thank the School Food and Nutrition Services of New Orleans, Inc. for sharing their *Product Testing Procedures*. (See the **Appendix**.)

NOTES

S

tudent's Choice

The manager or the teacher can conduct this activity individually or collaboratively. For this learning experience to be a success, the cafeteria manager and teacher must understand his or her role and responsibility. The support and approval of the principal are essential.



GRADE LEVEL/SUBJECT

Grades 1-12/English language arts



OBJECTIVE

The students will identify their favorite menus for the manager. The students will participate in menu planning.



PROCEDURE

The manager should select a class to obtain student food preferences following these steps.

1. Explain that the cafeteria employees would like to know which current menu items are favorites among students. Managers may want the suggestions to include items that are not currently being served. Ask for students' cooperation in offering suggestions and in planning their menus. The manager should explain to the students that incorporating new menu items may take time.
2. Write the following headings on the chalkboard. Let each student list his two favorite foods under each category on a piece of paper. Younger children may need help with this activity.

<u>Main Dishes</u>	<u>Vegetables</u>	<u>Fruits</u>	<u>Breads</u>	<u>Desserts</u>
--------------------	-------------------	---------------	---------------	-----------------

- 1.
- 2.



3. Tabulate the results of the students' choices and publicize the favorites in each category in the school newspaper or other school publication.
4. Try to arrange to serve each of the favorite menus or menu items at lunch on separate days.
5. Present the menus as *Student's Choice* or choose another title.
6. Prepare a poster of the favorite menus to be displayed in the cafeteria using a graphic, such as a big blue ribbon. Have each of the cafeteria employees wear blue ribbons on their uniforms. The tags might read: "I prepare blue ribbon breads," etc.

Note: Mention to the teacher that this menu-planning activity could easily fit into a lesson on the Food Guide Pyramid.

EXPLORATION AND EXTENSION

1. Early in the school year, the manager can present each class with a list of ten main dishes or entrees, ten vegetables, ten fruits, five breads, and five desserts from the school lunch menus. Each class can choose a favorite menu. When possible, the manager should serve each class's favorite menu and recognize each class for planning the menu.

2. The manager should place a special suggestion box in the cafeteria when new menu items are added. For example, one manager decided to introduce new raw vegetables to the salad bar. A box was placed near the door for the students to vote on their favorites. As a result of the polls, three new items were added to the salad bar permanently.
3. A manager should keep a permanent suggestion box in the cafeteria so students and teachers can share their ideas and preferences with the staff.

Calling All Advocates

The manager or the teacher can conduct this activity individually or collaboratively. For this learning experience to be a success, the cafeteria manager and teacher must understand his or her role and responsibility. The support and approval of the principal are essential.



GRADE LEVEL/SUBJECT

Grades 6-12, Social science (civics class), English/language arts (Benchmarks for Civics, C-1D-E4, C-1D-M4, C-1B-M5, C-1B-H4)

This project could be done through a service organization such as the BETA or Key Club.



OBJECTIVE

Through the Nutrition Advisory Council (NAC), students will become familiar with the meaning of “advocate” and steps to follow to become effective advocates.

OVERVIEW

A NAC provides students with an organized means of learning what an advocate is and how to become one. Starting from “scratch” can be overwhelming, even to the most dedicated and self-motivated person. A social studies teacher or BETA or Key Club sponsor might be interested in working with a NAC to show students the process of becoming advocates.

Before beginning this project, there must be very good coordination between the cafeteria manager, teacher, and principal. They have critical roles in behind-the-scene negotiations, so that this project is seen as a positive, enriching, “win-win” situation for students and the food service staff. If not handled correctly, the students may feel that the project is not worth their efforts, and the teacher may be placed in a difficult situation between the food service staff and principal.



PROCEDURE

The manager or teacher can serve as the NAC advisor and can use the following suggestions to encourage advocacy.

1. The advisor can review definitions with the NAC students.

A group could discuss the difference between an advocate and activist.

- An *advocate* is someone who publicly supports or recommends a belief, cause or theory.
- An *activist* is a person who joins in actions to promote a cause.

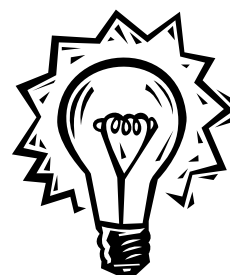
The group could discuss whether a person’s reasons for promoting a cause is to help others or to serve as a vehicle for self-promotion.

Advocacy is a very important role in a democracy. Activism means taking positive, direct action to achieve a political or social end. As advocates, students

- Need to analyze the situation to identify barriers or challenges to achieving goals or objectives.
- Decide what laws and policies might work to achieve change.
- Rally support and communicate with decision makers.

2. The group can follow these action steps for advocacy.

- Choose one problem or issue and narrow it down to one specific part of the problem.



Suggested projects/issues include:

- Time for lunch
- Favorite foods
- Healthy concessions/parties
- Recycling
- Availability of the breakfast program
- Brainstorm with the NAC members to collect all points of view.
- Find constructive ways to deal with obstacles.
- Build a core group and agree on a modest, achievable action plan.
- Use the NAC advisor as a resource for strategic advice, referrals, and resources, such as a copying machine.
- Do research and detective work. Conduct surveys and gather evidence to make a case.
- Create a name and logo for the group or cause that is personalized for the school, using the existing NAC logo. Use the new logo for publicity purposes.
- Develop a publicity campaign to boost recruiting and to increase support from others who might be able to support the causes of the group. Once a NAC gets started and accomplishes some goals, recruiting should be easier. Students will want to be a part of a dynamic, successful group.
- Plan events using the *All-Purpose Planning Form*. (See the Appendix.) Some proven ways students can be heard include:
 - Persuasive letter or letter writing blitz to decision makers (English/language arts)
 - Telephone tree/phone campaign
 - Mission statement with endorsements
 - Meet with VIPs and their staff assistants
 - School newspaper article (English/language arts)
 - Leaflets, flyers, and posters (English/language arts)
 - Public Service Announcements (English/language arts)
 - Guest on radio or TV show.
 - Celebrate. Realize short-term goals to help maintain momentum. Thank supporters and give themselves recognition.



3. Role playing or debating among the NAC group can strengthen their understanding of facts and help them to develop effective strategies on various issues.
4. Find facts from people in the know, such as the school food service manager or supervisor, a principal, a teacher, a registered dietitian, or a PTA representative. Add to the research by taking informal and formal polls, focus groups, and surveys of students, teachers, and parents.

To be taken seriously, young activists need to prove that they have done their “home-work.” Whatever the issue, the first step is to find out what has been tried in the past and what ideas already have been considered and discarded. When evaluating long-term solutions, students should

- Be open-minded and tolerant of other views.
- Gather information from many different sources.
- Seek out contradictory facts and statistics.
- Weigh other points of view. Look at the facts from the point of view of a school food service supervisor or manager, teacher, parent, administrator, and student.
- Consider alternative solutions.
- Make sure that the proposed solution serves the public well.

Source: ACTIVISM 2000 PROJECT, PO Box E, Kensington, MD 20895
ACTIVISIM@aol.com (1-800-KID-POWER)

Market Mavens

The manager or the teacher can conduct this activity individually or collaboratively. For this learning experience to be a success, the cafeteria manager and teacher must understand his or her role and responsibility. The support and approval of the principal are essential.



GRADE LEVEL/SUBJECT

Grades 5 - 12. Art, English/language arts, Business Class, Marketing/DECA Club, Character Education Teachers



OBJECTIVE

Students use basic marketing principles to increase participation in the school lunch program.

OVERVIEW

Teachers who are involved in Business or Marketing/DECA Club advisors might be interested in using the cafeteria as a real-life situation to illustrate marketing techniques. English/ language arts teachers could incorporate the study of advertising into classroom activities.

Before beginning this project, there must be very good coordination between the cafeteria manager, teacher, and principal. They have critical roles in behind-the-scene negotiations, so that this project is seen as a positive, enriching, “win-win” situation for students and the food service staff. If not handled correctly, the students may feel that the project is not worth their efforts, and the teacher may be placed in a difficult situation between the food service staff and principal.



PROCEDURE

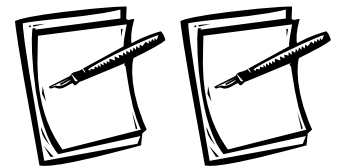
Before conducting a marketing activity, the teacher or manager should set ground rules for the students to keep the comments positive. The teacher or manager should follow these steps to conduct marketing research.

1. Restaurant comparison

- Students should make two lists of restaurants, titled (1.) favorite and (2.) least favorite. They should list common traits among the two categories.
- To lead a class discussion, the teacher or manager should ask students these questions.
 - How does the school lunch program compare?
 - Could the school lunch program adopt some of the positive traits?
- Some comments may include cost, variety, atmosphere, time to eat, etc. Students may have to become more familiar with regulations to understand regulations that govern the school lunch program. The class could list all the things they would like changed about the cafeteria to make it more desirable, keeping the list for comparison at a later date.

The manager might be able to share with the students the average daily participation over the past month. Students could identify which days had a higher rate of participation. The manager or teacher can ask the students these questions.

- Did the food served on those days account for higher participation rates?
- Could the manager serve those items more frequently? Why or why not?





- Is there any competition between school lunch and the sale of foods of minimal nutritional value such as candy sales, concessions?
- Does the food from school lunch offer students foods of greater nutritive value?

The manager should explain to the class that the school lunch meal patterns are guided by both the dietary guidelines and the food guide pyramid, which include eating a variety of foods. Federal regulations determine the portions and meal patterns. Rather than changing the menu, students could educate their peers through a marketing campaign about the need to eat a variety of foods: for example, “Gators do not live by pizza alone.”

2. Marketing survey

Students can conduct a marketing survey. The manager or district school food service supervisor may share with the class a student satisfaction survey, administered at an earlier date. After asking for the survey and results, students may want to develop and administer a similar one. The steps for the students to conduct a marketing survey include the following:

- Administer the survey.
- Compile results.
- Review findings.
- Draw conclusions and make legitimate recommendations, considering administrative rules and regulations.
- Present the recommendations to the school food service manager or district supervisor or principal.

3. Developing a Student Marketing Plan

- The ultimate objective is to increase the average daily participation in school lunch by a certain percentage. An increase of three to five percent is realistic. The students should select an activity and target group based upon a marketing survey. The students should decide what they want their marketing campaign to accomplish and whom they want to reach. Students should use the *Promotion Planning Worksheet* to get started.

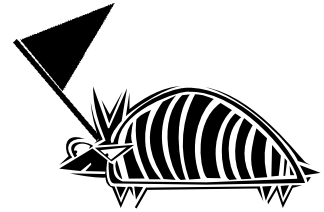
(See the Appendix.)

Possible activities could include the following:

- Promoting a message through an event. School meals are the best choice for taste, good health, and cost. Promoting this message through an event is ideal. (This activity could include the art department, English/language arts or marketing for developing advertisements)
 - Place information in the school newsletter, mail-outs, etc.
 - Use signs to publicize.
 - Develop PSAs for the school intercom announcements or the school newsletter.
 - Using a word processing program such as Page Maker, students can develop brochures to be distributed at PTA meetings, etc. The brochure could include a description of the program, hours of meal services, and meal prices.
 - Conduct nutrition facts games.
- Improving the décor of the cafeteria (This project could include the art department)



- Incorporate the school colors into the cafeteria. Incorporate the school's mascot into the name of the cafeteria.
- Use music on special theme days.
- Invite a celebrity, grandparents, legislators, etc. to lunch. Students can write formal letters of invitation, make calls, and decorate the school. Pre-publicity is important. During the event, take pictures for publicity after the event.
- Give prizes, preferably non-food items.
- Redesigning the cafeteria table arrangement using graph paper and templates for the tables and chairs. Rate the designs on traffic flow. A Food and Consumer Science Class might be interested in this topic.
- Making the cafeteria a "Student Union." A student union is the "hub" of the school. Students want to gather there to socialize, even when meal service is completed. Have a café-like atmosphere for study halls during special testing weeks. If space is available, open a ticket booth where tickets can be purchased for special events. Sales of non-food items to raise money for school clubs would be welcomed. Advertise the student union hours, services, and events.
- Determine a timeframe. Will the campaign last one day, one week or one month?
- Check the calendar. The promotion can coincide with a school event or be carried out in conjunction with an awareness week such as "5-A-Day" in September, National Nutrition Month ® in March, Heart Month in February.
- Select a title. The title should be short, yet get the customer's attention and give a hint of the focus. Use a national theme such as "5-A-Day" and personalize it to fit the school: for example, "Gators Grab 5-A-Day."
- Plan for publicity. This plan could include displays, PSAs, articles in newsletters, etc. English/language arts classes could write articles for newsletters. Art classes could create displays.
- Work with a Nutrition Advisory Council.
- Evaluate the project. Did the average daily participation increase by the amount desired?
- Continue marketing, making adjustments to the plan based upon the evaluation.



THE TOTAL PICTURE

A business class or Marketing/DECA Club could develop a marketing research plan. Marketing research is completed before any marketing plans are made.

Appendix

Addresses for Collecting Posters

American Dry Pea and Lentil Association
2780 W. Pullman Rd.
Moscow, ID 83843
<http://www.p-lentil.com>

Dole Nutrition Program
155 Bovet Road, Suite 476
San Mateo, CA 94402
<http://www.dole5aday.com/>

Florida Department of Citrus
School Marketing Program
115 E. Memorial Blvd.
P.O. Box 148
Lakeland, FL 33802-0148
<http://www.floridajuice.com/>

Louisiana Department of Agriculture and
Forestry (sweet potatoes, strawberries, craw-
fish, catfish, and alligators)
P.O. Box 3334
Baton Rouge, LA 70821-3334

Louisiana Cooperative Extension Service/
Horticulture Extension
P.O. Box 25100
LSU
Baton Rouge, LA 70894

Idaho Potato Commission
P.O. Box 1068
Boise, ID 83701
<http://www.idahopotatoes.com/>

Washington State Fruit Commission
105 S. 18th St., Suite 205
Yakima, WA 98901

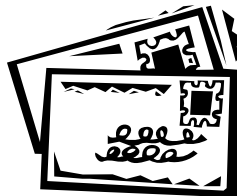
Michigan Department of Horticulture
440 Plant and Soil Science Building
Michigan State University
East Lansing, MI 48824

Wild Blueberry Commission of Maine
5715 Coburn Hall
Orono, ME 04469-5715

Georgia Peanut Commission
P.O. Box 967
Tifton, GA 31793

TexaSweat
901 Business Park Drive, Suite 100
Mission, TX 78572

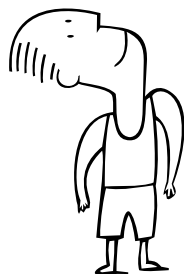
Ocean Spray Cranberries, Inc.
Fresh Cranberry Division
One Ocean Spray Dr.
Lakeville-Middleton, MA 02349



All-Purpose Action Plan

1. Select one issue.
2. List causes and consequences.
3. List several solutions.
4. Select one solution.
5. Determine how the solution will be implemented. To be specific, use the form below.

What (Specific task)	When (Date to complete)	Who (Name and phone number)



All-Purpose Presentation Format

TIME ALLOTTED TO EACH SECTION

15%

I. INTRODUCTION

A. Attention Getter

B. Summarize what you are going to cover in today's activity

75%

II. ACTIVITY OR DISCUSSION (Cover only one to three main points.)

A. Main Point

1. Support Point (How and why)

2. Support Point

B. Main Point

1. Support Point

2. Support Point

C. Main Point

1. Support Point

2. Support Point

10%

III. CONCLUSION

A. Summarize what was covered

B. Memorable closing statement

Plan Part II, the Activity or Discussion portion, first. This presentation will take most of the time. Completing Part II will help you to decide on dynamic opening and closing statements. ***Remember to deliver the activity or presentation with energy and enthusiasm. Smile.***



All-Purpose Presentation Format Sample

TIME ALLOTTED TO EACH SECTION

15%

I. INTRODUCTION

- A. **Attention Getter.** Could your family prepare a meal for 500 students in the kitchen in your home? Would you have enough space to store all of the food in the pantry and refrigerator? Are the pots and pans large enough?
- B. **Summarize what you are going to cover in today's activity.** Today we are going to tour the kitchen in the school cafeteria and note the differences between preparing meals for a family of four and preparing meals for 500 students in a school.

75%

II. ACTIVITY OR DISCUSSION *(Cover only one to three main points.)*

- A. **Main Point.** Foods have to be kept at certain temperatures to keep the food safe to eat. Germs that cause food poisoning grow best between 40 and 140° F. So in food service, we keep foods at temperatures above 140° or below 40° F.
 - 1. Support Point. The walk-in cooler keeps the food at temperatures between 35 and 40° F. Show the walk-in cooler.
 - 2. Support Point. The freezer keeps frozen foods below 0° F.
 - 3. Support Point. The foods kept on the steam table and food warmer are kept above 140° F.
- B. **Main Point.** Large kitchen equipment is used to prepare for a large number of people.
 - 1. Support Point. Students will view the tilting skillet, commercial ovens, steam kettle and any other equipment to compare sizes to home equipment.
 - 2. Support Point. Students will observe the scales used to weigh foods and the utensils to measure ingredients.
- C. **Main Point.** Foods must be purchased in large amounts.
 - 1. Support Point. Students will view the food storage room to view the cases of number 10 cans of food, and the bags of flour and rice. One can of green beans gives or yields 25 1/2 cup servings.
 - 2. Support Point: The walk-in cooler holds the cases of produce, eggs, and meat.

10%

III. CONCLUSION

- A. **Summarize what was covered.** Today we toured the kitchen and saw the equipment necessary to feed all of the students in this school.
- B. **Memorable closing statement.** Today we will serve 500 meals, including 500 milks. We used ____ pounds of ___, and ___ cans of _____. Our staff cooked, served, and cleaned up. We will be back to do it all again tomorrow.

Plan Part II, the Activity or Discussion portion, first. This preparation will take most of the time. Completing Part II will help you to decide on dynamic opening and closing statements. *Remember to deliver the activity or presentation with energy and enthusiasm. Smile.*

Build a Salad

Build a 1,000-calorie or a 100-calorie salad

<i>Food Item</i>	<i>Unit of Measure</i>	<i>Calories/measure</i>		<i>Number of measures used</i>		<i>Calories provided</i>
Chopped lettuce	1 C.	8	X	_____	=	_____
Sliced tomatoes	1 slice	3	X	_____	=	_____
Bacon bits	1 T.	25	X	_____	=	_____
Chopped egg	1 T.	14	X	_____	=	_____
Grated cheese	1 T.	27	X	_____	=	_____
Broccoli flowerettes	1/4 C.	12	X	_____	=	_____
Pasta salad	1/4 C.	103	X	_____	=	_____
Sunflower seeds	1 T.	82	X	_____	=	_____
Regular salad dressing	1 T.	70	X	_____	=	_____
Low-fat salad dressing	1 T.	22	X	_____	=	_____
TOTAL						_____

Adapted from Max/Mini Salad Activity, Louisiana Cooperative Extension Service.



Comparing the Home Kitchen to the School Kitchen

Dear Parents,

We are studying food preparation and we would like to compare your own kitchen and food preparation with the school kitchen. You could help us by filling out this form and sending it back to us.

Please select one of your meals and answer these questions:

1. How many people ate this meal? _____
2. How long did it take you to prepare it? _____
3. How many other people helped you? _____
4. List the foods and amounts you used.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



5. Show your child the largest bowl or pan you used.
6. How much food was left over? _____
7. Can you use the leftovers? _____
8. How long did it take to clean up the kitchen after the meal? _____

Thank you for helping us,

The (Kindergarten) Class

Completed Sample Perpetual Inventory Card

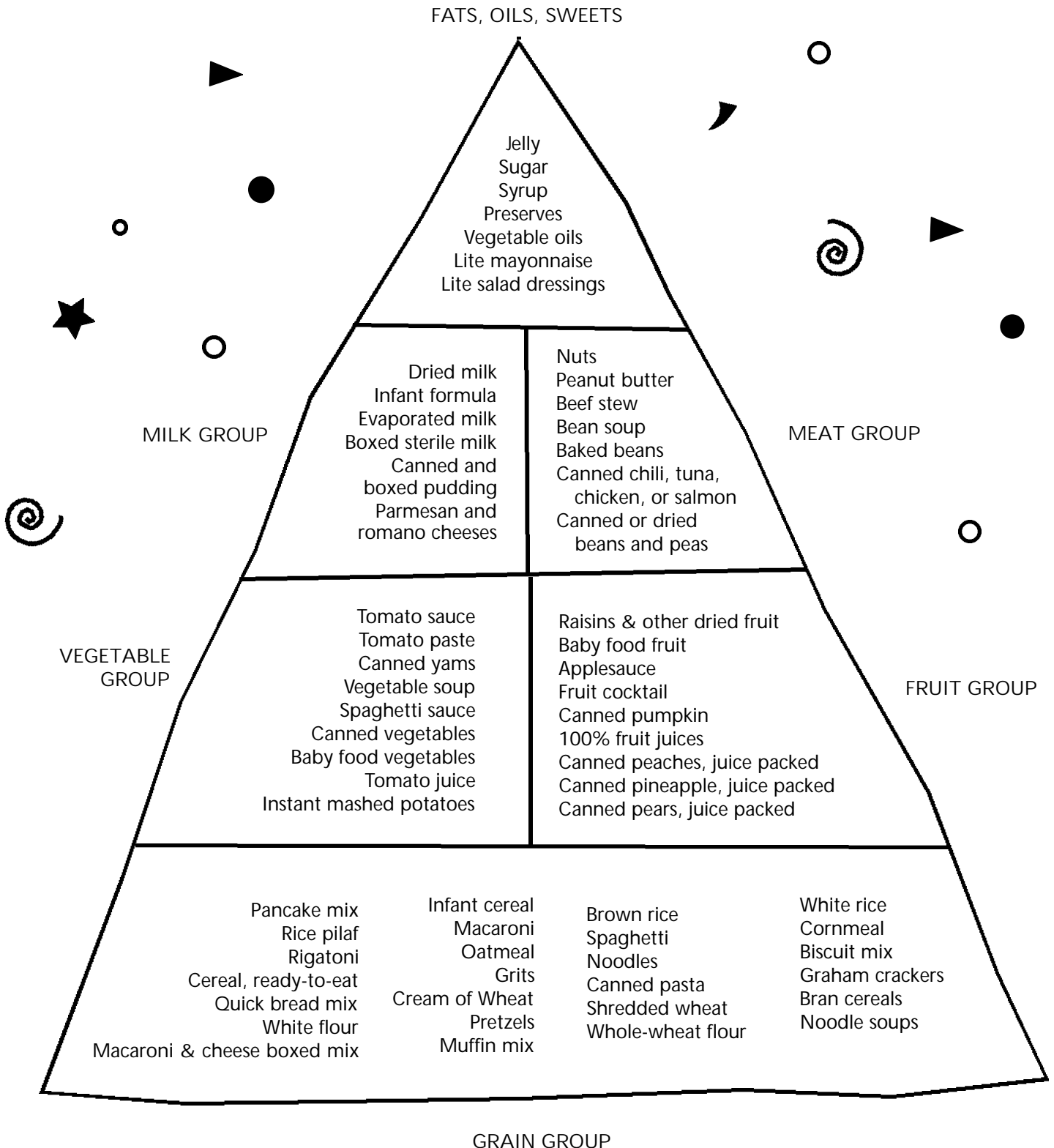
Date	Received			Issued	Balance	Total Value
8/20	B	a	l	a	n	d
8/20	6 cs.	17.95	2.99		36	107.64
9/2				13	23	68.77
9/13				13	10	29.90
9/19	6 cs.	18.22	3.04		10@2.99 36@3.04	139.34
9/22				10@2.99 36@3.0	33	100.32
10/3				13	20	60.80
10/14				13	7	21.28

Classification _____
 Single Unit _____

Item Name _____
 Unit Pack _____

Food Bank Wish List

Use this chart to help you select non-perishable foods for your Community Food Drive. When assembling the food bags, choose at least one food from each food group. (Choose plastic containers rather than glass whenever possible.)



Source: Adapted from Pennsylvania Dietetic Association's Pyramid Power Food Drive

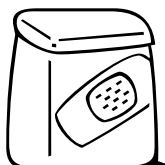
Kitchen Safety Check List

Note: For the tour, students may be given this list of questions to ask.
Place a check on the appropriate line.

	Yes	No
Do you send back packages with broken seals?	___	___
Do you keep hot foods hot and cold foods cold until served?	___	___
Do you wash your hands with soap and water before cooking ?	___	___
Do you throw away cracked dishes?	___	___
Are the cooking utensils and work areas kept clean?	___	___
Do you use a thick pot holder?	___	___
Do you keep the pot handles over the stove, but not over a fire?	___	___
Do you dispose of garbage quickly?	___	___
Are the openings around pipes sealed off?	___	___
Are insect sprays kept away from the food and students?	___	___
Do you keep things that burn easily away from the fire?	___	___
When using a knife, do you slice in a direction away from you?	___	___
Are you careful when you walk on wet or waxed floors?	___	___
Are the electrical cords safe?	___	___
Do you keep the floor free of objects that might cause tripping?	___	___

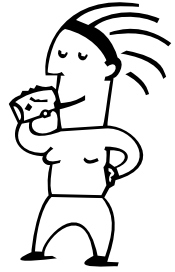


Note: Small groups are better than large groups in touring and asking questions. The teacher might want to let each child select a question to ask. Parents could also be sent this list to check.



PRODUCT-TESTING PROCEDURES

SAMPLE MEMO



Date:
To: Selected Managers
From: School Food Authority
Re: Product Testing

You were recommended by your supervisor to assist in the evaluation and testing of current and future food products. Our goal is to develop a list of brands that our students will find acceptable. With your help, we will remove the unacceptable products from the bid.

Included in this packet is the sample letter to the parent, student evaluation strips, product-testing result form, and the list of brands and code numbers of items to be tested. Your supervisor can provide additional copies of all forms needed if you tell her exactly what is needed.

Listed below are the purposes, procedures and product-testing guidance.

PURPOSE OF PRODUCT TESTING

1. To evaluate foods to determine quality, taste, appearance, acceptability, and applicability for child nutrition programs.
2. To obtain products that best meet the needs and objectives of the child nutrition programs.
3. To establish a "prior approval list" of prepared or convenience products which have been determined to be acceptable for use in the child nutrition programs.
4. To have as many acceptable brands as possible.

PROCEDURES

1. Meet with your principal to inform him/her of the testing and to determine the test group. Ask him/her if it is necessary to send a letter to the parents informing them of the testing (sample letter enclosed).
2. Meet with your supervisor to determine the testing schedule. The manager shall have responsibility for all product testing. *Testing will be conducted according to the attached schedule and must be completed by _____.*
3. All items to be evaluated will be sent to your school according to the enclosed schedule. Managers will store products until testing. If you do not receive all items to be tested by _____, call _____ by _____.
4. All testing shall use "blind testing" procedures with samples identified only by color codes. Cook each product on a separate lined sheet pan. Mark each pan liner with brand, code number, cooking directions, and the color of the coordinated colored tooth pick. ***ALWAYS TEST THE NEW PRODUCT AGAINST THE EXISTING BRAND.***
5. Cook products according to manufacturer's recommendation. Hold in warmer at least 30 minutes before serving.

6. Each taste tester (student) will fill out a student evaluation strip to rate each product.
7. The manager will tally the student evaluation strips and document the results of the taste test on the Product Testing Results form. Then she will turn in the test results to her supervisor as the products are tested.

TASTE-TESTING GUIDANCE

1. All samples should be the same temperature. Serve the samples at the usual temperature unless the item is normally served very hot or very cold, then serve at a more moderate temperature.
 2. Students should have water available to drink in between sampling the different products.
 3. Samples should resemble each other as closely as possible. All samples are to be presented in containers of the same size, color and shape. White containers are preferred so that the color of the food will show clearly. Containers should be made of material that does not affect the flavor of the food. French fry boats/trays may be purchased in the sizes needed. The size #50 should work very well.
 4. Sufficient food is required to provide each judge with at least 2 bites of each product. However, show a whole uncut product for viewing.
 5. When evaluating a new brand of a product already in use, both the new brand and current brand should be taste tested.
 6. Identify each of the products by using a different colored toothpick.
 7. Leftovers may be used at another meal.
 - Do not record on the computer inventory
 - Record as "leftovers" from taste test on the "SFS 6"
 - Count as a menu component (not as an extra).
 8. Do not test during the lunch period; test after lunch.
 9. Test in small groups such as:
 - One class
 - Student council
 - Homeroom representatives
 10. Explain the goal of the testing to the students.
 11. Make it fun for your students.
-

PRODUCT-TESTING: Student Evaluation Strips

	Product sampled	YELLOW	GREEN	BLUE	RED	PLAIN
	Do you like it?	yes no	yes no	yes no	yes no	yes no
✂	-----					
	Product sampled	YELLOW	GREEN	BLUE	RED	PLAIN
	Do you like it?	yes no	yes no	yes no	yes no	yes no
✂	-----					
	Product sampled	YELLOW	GREEN	BLUE	RED	PLAIN
	Do you like it?	yes no	yes no	yes no	yes no	yes no
✂	-----					
	Product sampled	YELLOW	GREEN	BLUE	RED	PLAIN
	Do you like it?	yes no	yes no	yes no	yes no	yes no
✂	-----					
	Product sampled	YELLOW	GREEN	BLUE	RED	PLAIN
	Do you like it?	yes no	yes no	yes no	yes no	yes no
✂	-----					
	Product sampled	YELLOW	GREEN	BLUE	RED	PLAIN
	Do you like it?	yes no	yes no	yes no	yes no	yes no
✂	-----					
	Product sampled	YELLOW	GREEN	BLUE	RED	PLAIN
	Do you like it?	yes no	yes no	yes no	yes no	yes no
✂	-----					
	Product sampled	YELLOW	GREEN	BLUE	RED	PLAIN
	Do you like it?	yes no	yes no	yes no	yes no	yes no
✂	-----					

Product Testing Results

Test School _____ Date _____

Manager _____

Supervisor _____

Product Tested _____

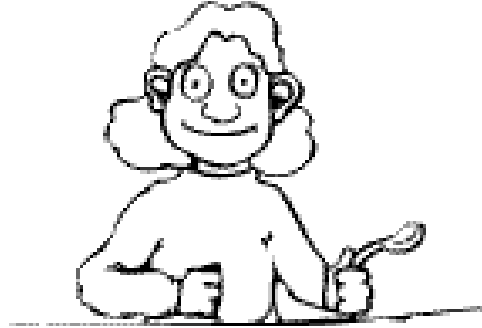
Student Involved _____

NOTE: Compile all test results and report below:

	YELLOW	GREEN	BLUE	RED	PLAIN	NONE
Brand						
Prod. #						
Method of Prep.						
Time & Temp.						
Student Results	Yes____ No____	Yes____ No____	Yes____ No____	Yes____ No____	Yes____ No____	Yes____ No____
Do you recommend purchasing?	Yes____ No____	Yes____ No____	Yes____ No____	Yes____ No____	Yes____ No____	Yes____ No____

Additional Comments _____

Product Testing: Letter to Parents



WE ARE HAVING A TASTE TESTING PARTY

Date: _____

Dear Parents,

It is my pleasure to inform you that _____ School has been chosen to evaluate foods served in our breakfast and lunch programs. Our students will help select foods that will be used in all schools throughout _____. Your child's cooperation will be needed to complete a product questionnaire after the food has been served. The food test will be held _____ and we plan to provide samples of _____ for their comments. If you have any questions or objections to your child participating, please feel free to call me _____. Thank you for your cooperation.

Sincerely,

Cafeteria Manager

A PROMOTION PLANNING WORKSHEET

1. Objective:

Activity:

Food Items:

2. Target Group: (Circle one or more)

Students

Parents

Teachers

Administration

3. Date(s):

Coincides with campus events? Holidays?

4. Theme and Title:

5. Publicity:

(a) Print:

(b) Media:

(c) Other:

6. Dress/Decorations/Merchandising Tools:

7. Incentives/Prizes:

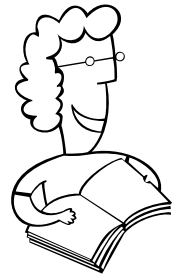
8. Who Is Responsible?

9. Costs/Expenses:

10. Evaluation:

Complete after your promotion by circling the appropriate numbers below.

	Poor	Satisfactory	Good	Excellent
How well did this promotion accomplish our objective(s)?	1	2	3	4
If a new food item was introduced, was it well received?	1	2	3	4
How did students respond?	1	2	3	4
How did staff respond?	1	2	3	4



A RECIPE FOR FUN

Materials needed:

- A heavy-duty zipper lock freezer bag (1 gallon size)
- Cookie sheet
- Measuring spoons
- 13-inch x 9-inch baking pan
- Measuring cup
- Pastry towel or cloth
- 8 1/2-inch x 4 1/2-inch glass loaf pan

Ingredients:

- 2 cups all-purpose flour
- 1 teaspoon salt
- 1 package rapid rise yeast
- 1 cup hot water (125° F)
- 3 tablespoons sugar
- 3 tablespoons vegetable oil
- 3 tablespoons nonfat dry milk
- 1 cup whole-wheat flour



► BREAD IN A BAG (4)

1. Combine one cup all-purpose flour, yeast, sugar, dry milk, and salt in a freezer bag. Squeeze upper part of the bag to force out air and then seal the bag.
2. Shake and work the bag with fingers to blend the ingredients.
3. Add hot water and oil to the dry ingredients in the bag. Reseal the bag and mix by working with fingers.
4. Add whole-wheat flour. Reseal the bag and mix ingredients thoroughly.
5. Gradually add remaining cup of all-purpose flour to the bag. Reseal and work with fingers until the dough becomes stiff and pulls away from sides of the bag.
6. Take dough out of the bag, and place on floured surface.
7. Knead dough 2 to 4 minutes, until smooth and elastic.
8. Cover dough with a moist cloth or pastry towel; let dough stand for 10 minutes.
9. Roll dough to 12-inch x 7-inch rectangle. Roll up from narrow end. Pinch edges and ends to seal.
10. Place dough in a greased glass loaf pan; cover with a moist cloth or pastry towel.
11. Place baking pan on the counter; half fill with boiling water. Place cookie sheet over the baking pan and place loaf pan on top of the cookie sheet; let dough rise 20 minutes or until dough doubles in size.
12. Preheat oven, 375° F, while dough is rising (about 15 minutes).
13. Place loaf pan in oven and bake at 375° F for 25 minutes or until baked through.

FAMILY ACTIVITY: For several weeks, as part of your weekly food shopping trips, try a bread eaten in a different country of the world, such as, pita bread from the Middle East, lavash from Russia, chapatis from India and East Africa, English muffin from Great Britain, rye bread from Sweden, and bread sticks from Italy.

Sample Physical Inventory Form



SCHOOL _____

DATE _____

Classification Item	Unit	Ending Inventory	Cost per Unit	Total Cost
Fruits, Processed				
Apples, sliced	#10 can	10	3.35	43.55
Applesauce	#10 can	18 8	3.17 3.10	57.06 24.80
Apricots, halves	#10 can	18 17	4.23 4.17	76.14 70.89
Cherries, maraschino	1 gal	2	5.71	11.42
Cherries, red, sour, pitted	#10 can	10	4.41	44.10
Cranberry sauce	#10 can	15	4.69	70.35
Fruit cocktail	#10 can	24 16	3.57 3.53	85.68 57.28
Grapefruit sections	#3 cyl.	11	3.11	34.21
Oranges, Mandarin	#10 can	5	4.93	24.65
Peaches, cling, halves	#10 can	24 18	3.56 3.53	85.44 63.54
Pears, halves	#10 can	12 25	3.86 3.79	46.32 94.75
Pineapple, crushed	#10 can	3	3.89	11.67
Pineapple, sliced	#10 can	29	3.94	114.26
Vegetables, Processed				
Asparagus, cut spears	#10 can	9	3.67	33.03
Beans, green, cut	#10 can	36 10	3.04 2.99	109.44 29.90
Beans, green, French cut	#10 can	8	3.07	24.56
Beans, lima	#10 can	4	2.88	11.52
Beans, pinto	#10 can	12 11	3.37 3.45	40.44 37.95
Beets, sliced	#10 can	17	3.05	51.85
			Subtotal	1,354.80

Student Opinion Score Sheet

(Upper Elementary or Secondary)

Name of Product/item _____

Student Grade _____

Rate each characteristic: Excellent (4) Good (3) Fair (2) Poor (1)

Taste/Flavor _____

Texture _____

Appearance _____

Overall Score _____

(add total of taste/texture, and appearance)

Would you purchase this product? _____ Yes _____ No

Special Comments: _____

THANK YOU!

Student Opinion Score Sheet

(Upper Elementary or Secondary)

Name of Product/item _____

Student Grade _____

Rate each characteristic: Excellent (4) Good (3) Fair (2) Poor (1)

Taste/Flavor _____

Texture _____

Appearance _____

Overall Score _____

(add total of taste/texture, and appearance)

Would you purchase this product? _____ Yes _____ No

Special Comments: _____

THANK YOU!

Suggested Agenda for First NAC Meeting

1. Introductions

- Students
- Food service staff
- Advisor

2. Expectations

- Meeting frequency and duration
- What students will do
- How students will benefit
- Student suggested projects/activities



3. Cafeteria/Kitchen Tour

- Equipment
- Amount of food needed for meals
- Staff work schedules

4. Review the Food Guide Pyramid and the Dietary Guidelines

- Food groups
- Examples of foods in each group
- How school lunches and breakfast help meet the Pyramid
- Offer versus serve and other choice options

5. Review Marketing Activities

- Special events needing NAC input
- Plan next steps to help with promotions

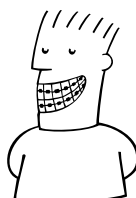
6. Choose a Name

- NAC, or
- Catchy name using the school mascot or a play on words

7. Wrap-up and thanks for joining

- Gift to identify members in a positive light (for example, T-shirt, water bottle or badge featuring program logo)

Strategies for Success: A Resource Manual for SHAPE California. Nutrition Education and Training Program, California Department of Education. 1995






Taste Test Form

(Lower Elementary)

Date _____
 School _____
 Grade _____

Evaluator: _____ Student
 _____ CN Staff
 _____ Teacher
 _____ Other




FOOD ITEM	VERY GOOD 	OK 	NOT GOOD 	COMMENTS

Taste Test Form

(Lower Elementary)

Date _____
 School _____
 Grade _____

Evaluator: _____ Student
 _____ CN Staff
 _____ Teacher
 _____ Other

FOOD ITEM	VERY GOOD 	OK 	NOT GOOD 	COMMENTS

Tasting Party Request Form

Copy this form, complete it, and submit to your school food service manager at least two weeks in advance.

Teacher Name _____

Room # _____

Date and Time Requested _____ # Students _____

Desired Location of Party (Circle one) Classroom Dining Room

TASTING PARTY REQUESTED (Place an "X" in front of the requested party)

- ___ Vegemania
- ___ Nutritious Snack from the Food Guide Pyramid
- ___ The Staff of Life
- ___ Raw Vegetable Tray
- ___ Different Forms of a Food (Apple)
- ___ Fruit Faces
- ___ Fruit Kabobs
- ___ Chunky Cheese Surprise
- ___ Salad Supreme
- ___ Mexican Pizza
- ___ Hawaiian Kabobs
- ___ Other (must be discussed and approved by the cafeteria manager)



FOOD/SUPPLIES NEEDED IN ADDITION TO THOSE INDICATED ON TASTING PARTY:

1. _____
2. _____
3. _____
4. _____
5. _____

Additional comments or instructions _____

Manager Approval of Request _____ Date _____

Walk for Wellness Plan

1. Set a realistic goal. Set target dates for starting towards and reaching the goal. (Example: Walk 10 minutes five days a week.)

2. List events that may help or hinder the worker in reaching the goal.

a. Help (Example: Walking with Susan will keep me committed to this exercise program.)

b. Hinder (Example: Gets dark early, no alternative for rainy day)

3. Action Plan or Contract. (Include exactly what you will do, when, where, and with whom.)

(Example: Begin walking after work with Susan, at 3:00 p.m. for 10 minutes, on the school track, five days a week, beginning September 1st.)

Action Plan/Contract: _____

Staff member's signature _____

4. Write down the names of a few people who will help you reach your goal.

WELLNESS SUPPORT SYSTEM

SIGNATURES OF SUPPORT PERSONS

NAME: _____

NAME: _____

5. Keep an action plan diary.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
Saturday						
Sunday						
Progress*						

* At the end of the week, assess your progress. Write the number of one of the statements that best describes your actions for the week.

1. I need a new plan of action. (achieved 0 - 25% of the goal)
2. I just need to work a little harder. (achieved 26 - 50% of the goal)
3. I came close. (achieved 51 - 75% of the goal)
4. I made it! Keep up the good work. (achieved 76-100% of the goal)



Acknowledgements

The Learning Café is an adapted, expanded, and updated version of *The Cafeteria Learning Experience, a Nutrition Activity Guide for School Food Service Managers*, which was developed by Nancy Tolman, Arlen Westergaard, Harriet Walker, and Denise Waskom at Louisiana Tech University, in 1980, through a Nutrition Education and Training (NET) Program project. This revised edition, funded by a USDA Team Nutrition Training Grant, includes activities for students of all ages and is intended as a resource for cafeteria managers and classroom teachers.

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The Child Nutrition Programs are available to all eligible individuals without regard to race, color, national origin, age, sex, or disability. Persons who believe they have been denied equal opportunity for participation should write to the Administrator, Food and Nutrition Services, U.S. Department of Agriculture, 3101 Park Center, Alexandria, Virginia 22302

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Activism 2000 Project, P.O. Box 3, Kensington, MD 20895
www.youthactivism.com/

Character Counts!, National Office/Josephson Institute of Ethics
www.charactercounts.org/